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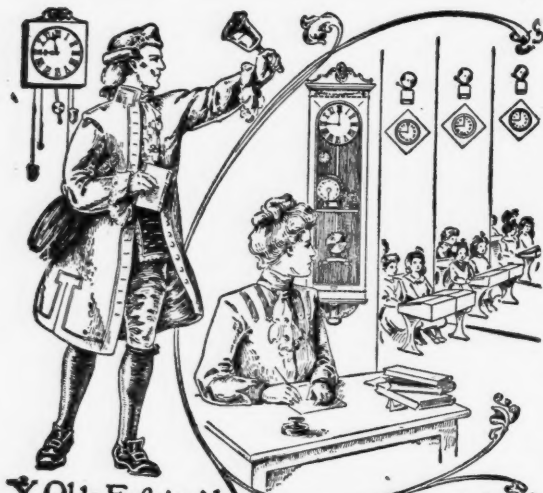
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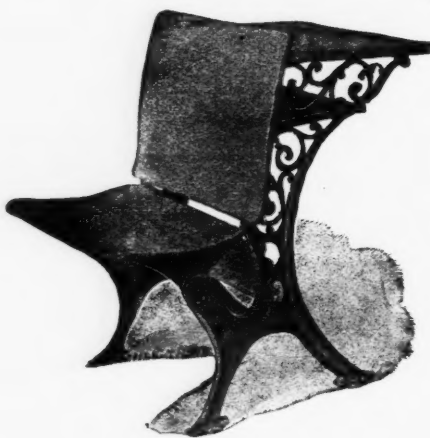
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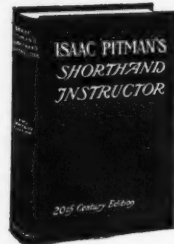


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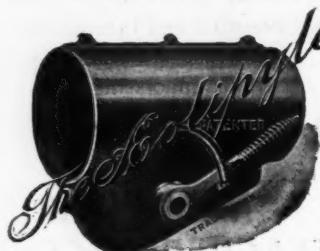
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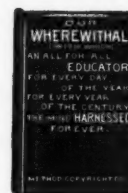
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A Weekly Journal of Education.

Vol. LXVIII.

For the Week Ending March 5.

No. 10

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## Investigation of Penmanship and Home Study in Massachusetts.

By Supt. A. H. Keyes, Lee, Mass.

Several years before the change was made from slant to vertical, thruout the state, there was a widespread feeling among the educators that the best results in penmanship were not being secured under the old slant. Illegibility was the common fault, and, combined with that, was the lack of grace and beauty on account of the flourishes so common in those days. The penmanship of many children became a mere scrawl. Something had to be done, and that something was a change to vertical writing. This system was to be a panacea for all of the ills peculiar to the subject; it was to give legibility, which it certainly did; it was to give simplicity of form, which it likewise did; it was to give grace and beauty, which it did not in the beginning, until some of the best penmen of the country simplified the letters of the slant by removing the flourishes, rounded them more, and brought them to the vertical; it was to give speed equal to the old slant, which it never has done among the majority of the pupils.

The last is the leading fault of vertical penmanship. (It is a disputed question in which system the greater beauty is secured.) Hence, when speed had to be sacrificed to legibility, teachers of penmanship were forced to see that the sacrifice was too great, and something more must be done. It was thought that an intermediate slant about half-way between the vertical and the old slant might be the golden mean and produce the best results in legibility and rapidity. Many towns, therefore, have changed to this intermediate slant, many expect to, or are just on the point of doing so, and still others are questioning what it is best to do. After all is said and done, it makes but little difference whether our children and we, as a people, write vertically or with a forward or backward slope as long as legibility and rapidity are secured, and the question before us to-day is—What system will produce the greatest speed combined with legibility? Some educators say, it is true—and they may be right—that speed and legibility do not depend upon the degree of slant or upon the verticality, but upon the individuality of the pupil. They say that some children write better vertically, other children with the intermediate slant, and still others with the old slant, depending upon the peculiar characteristics of the child. However, be that as it may, there is no doubt that the change from one system of penmanship to another every two or three years has worked great harm to the writing of our children, and if we expect to have plain, neat, rapid, readable writing from our pupils, we must hold to one system for at least the first five grades of school life, allowing the individuality of the children to appear when they reach the upper grades.

Therefore, the following circular letter has been sent out to each and every superintendent in the state for the purpose of finding out the present status of penmanship and its future prospects:

### To Superintendent of Schools.

Lee, Mass., Nov. 30, 1903.

DEAR SIR:—

As there have been a number of changes in the system of penmanship thruout the state, it has seemed profitable to me to find out the present status and future prospects of the subject by sending out the following questions to every su-

perintendent in the state. Will you kindly answer the questions at your earliest convenience and return the circular with your answers to me?

1. What system of penmanship do you teach in your schools, the old slant ( $38^{\circ}$  from the vertical), the medial ( $20^{\circ}$  to  $25^{\circ}$  from the vertical), or the vertical?
2. The copy books of what publishing house do you use?
3. Do you expect to change your present system within a year or less?
4. If you expect to change, what system do you intend to adopt?
5. Which of the three systems—vertical, medial, or old slant—do you think will become the permanent one in the majority of the schools?
6. Which of the three systems is the best to secure legibility, rapidity, and beauty?
7. Do your pupils write now with the finger or forearm movement?
8. Which of the three systems is the best to secure the forearm movement?

Kindly answer, also, the following questions in regard to "home study."

1. Do you expect your children in the grades to study some at home each day?
2. If you do expect home study in the grades, with what grade would you commence it and how many minutes per day do you think children in the grades ought to study at home?
3. How much time per day do you expect the high school pupil to give to home study?

If you like, I will send you the results of this investigation.

A. H. KEYES,

Superintendent of schools.

### The Systems in Use.

There are 181 superintendents and 181 circular letters were sent out. Of these 149 have been returned. There are 33 cities in the state; replies have been received from all but three. There are 148 town and district superintendencies; replies have been received from 119.

The answers to each one of the eight questions will now be summarized.

To the first question, "What system of penmanship do you teach in your schools?" the 30 cities reply as follows: 17 cities use the vertical, 11 the medial, 1 very near the vertical, and 1 the vertical in grades 1-7, and the medial in grades 8-9.

In the town and district superintendencies, 71 superintendents report that they use the vertical system. In a few cases, they report that they use the vertical in the lower grades and the medial in the upper grades, while, in a few other cases in the districts, they report that the vertical is used in some of their towns and the medial in the remaining towns; 60 superintendents report that they use the medial in most of cases thruout their grades and their districts, but in a few cases in accordance with the statement above; one superintendent reports no particular system, and still another makes no answer to the question.

In answer to the question, "The copy books of what publishing house do you use?" the 30 cities report as follows: D. C. Heath & Co., wholly, 12 cities; in part, 1 city; Ginn & Co., wholly, 3 cities; in part, 3 cities; Morse & Co., wholly, 2 cities; in part, 1 city; Maynard, Merrill & Co., 2 cities; Shewell & Co., 1 city; Sanborn & Co., 1 city; A. Lovell & Co., in part, 1 city; 5 cities

use the books of no publishing house, and 1 city made no reply to this question.

The 119 town and district superintendencies reported as follows: 50 superintendents use Ginn & Co.'s books entirely and 11 superintendents in part; 23 superintendents, D. C. Heath & Co.'s books wholly and 6 superintendents partly; 7 superintendents, Silver, Burdett & Co.'s books entirely and 6 superintendents in part; 4 superintendents, the American Book Co.'s books wholly and 3 superintendents in part; the same is true of Morse & Co.'s books; 2 superintendents, Sanborn & Co.'s books wholly and 2 superintendents in part; 2 superintendents, Maynard, Merrill & Co.'s books wholly and 1 superintendent in part; 2 superintendents, Thompson, Brown & Co.'s books wholly; 3 superintendents, Shewell & Co.'s books in part; 2 superintendents use the books of several publishing houses; 5 use none, and 1 made no answer.

The answers to the question, "Do you expect to change your present system within a year or less?" were nearly all negative, 26 cities and 91 towns in all. One city and 2 towns answered "Yes;" 4 towns made no answer. The rest of the cities and towns made various answers that cannot readily be tabulated, but the general trend of the replies was toward the adoption of the medial, if a change was contemplated.

As the fourth question, "If you intend to change, what system do you intend to adopt?" naturally rests upon the third, and as the answers to the third were nearly all negative, so the fourth would remain unanswered in most cases; 29 superintendents of cities and 99 of towns leave the question blank; one superintendent of a city and 6 of towns reply, "Don't know;" 5 superintendents of towns intend to adopt the medial, 2 superintendents the vertical, and 1 the old slant. The remaining 6 superintendents make various answers more or less doubtful, but, as in the preceding question, the general trend is toward the medial. One superintendent says, from the strength of his feeling in the matter, "The vertical is the greatest educational fake ever perpetrated."

The question, "Which of the three systems—vertical, medial, or old slant—do you think will become a permanent one in the majority of the schools?" elicited more generous replies. In the 30 cities, 4 superintendents thought the vertical would become permanent, 10 superintendents, the medial, while 2 replied: "Don't know," and 2 more left the question blank. Of the longer answers the following are the most valuable: "There will be two systems, the vertical and the medial." "I cannot guess; to my mind it makes no difference." "Medial with modification." "That which will secure the most legible results and most rapidity, and that depends upon method of teaching. Movement must be had." "Medial, I suppose, but it will be as bad as any, unless roundness rather than slant is made the prominent feature." "I believe in teaching children the vertical and then apply the forearm movement and let the writing take whatever slant it will, so long as the slant is uniform and the writing symmetrical." "I suspect that the vertical, or some system not far removed therefrom in slant in one direction or another will survive." "Neither; the publishers will keep them changing to and fro." "I am not a prophet. I do expect, however, that many of the characteristics of the vertical will remain with us even if the medial does displace the vertical." "Neither; individuals will use the slant they choose, but the vertical, which is a return to the almost universal chirography of the world, has returned to stay."

In the 119 towns, 60 superintendents thought the medial would become the permanent system, 18 the vertical, 6 the old slant, 4 the modifications of the slant, 1 the vertical or the medial, 1 undecided, 1 the vertical in the first six grades and the medial in the others, 5 had no opinion and 5 left the question blank. The longer answers are as follows: "The medial seems to contain the main advantages of the other two." "Judging from the last ten years, no system will become permanent."

"The fashion at present leans toward the medial, small children write vertically if let alone." "Medial until another decade changes that; these changes are bound to come." "If the pen is held, as most expert penmen recommend, a decided slant is rational and ought in the end to displace other forms." "I think that the vertical will be used in the primary grades and gradually change to slant in the upper grades." "By the way in which publishing houses are at work, I think the medial is liable to become permanent." "The vertical is easier to teach to young children and much more legible." "I believe the medial will 'win out' but there will be much variation." "Medial, for I consider that nearer the natural hand." "Vertical for small children. Go as you please for older ones." "I presume that penmanship in the future as in the past will go in fad cycles."

#### Which System is Best?

The sixth question, "Which of the three systems is the best to secure legibility, rapidity and beauty" also drew out a great variety of answers. In the cities, 6 superintendents thought the vertical was the best to secure all of the characteristics, 5 thought the medial, 6 thought the vertical was the best for legibility, 3 the old slant for beauty and speed, 2 thought there was little choice, and 5 superintendents left the question blank. The more valuable of the longer answers are as follows: "More children seem to write legibly and in shorter time with the vertical system, but better speed can be secured with the slant system in the upper grades where arm movement is necessary." "Probably medial is the most workable system, tho either, if well taught, is satisfactory." "For legibility, the vertical unquestionably; for rapidity, the question is yet unsettled, all the systems claiming the highest speed; for beauty, the old slant undoubtedly." "Vertical is the best for legibility and most rapid to teach. Rapidity in writing is then to be secured by increasing the speed and letting the vertical topple over into whatever slant it will take. There is not a state law that requires vertical writing to be retained, when you begin to write fast, as long as the writing is legible." "Vertical is, without question, the most legible. Whether it is the most rapid is a matter of dispute. The most rapid writer I ever saw wrote the vertical. Beauty is a minor point and largely a matter of individual taste."

From the towns and districts there is the following report: 49 superintendents think that the vertical is the best to secure legibility, 43 the medial and 8 the old slant; 28 superintendents think the vertical the best to secure rapidity; 51 the medial and 19 the old slant; 29 superintendents think the vertical best for beauty; 49 the medial and 17 the old slant. Two superintendents have answered "Don't know," and 6 have left the question blank. The following are the longer answers: "I doubt if any one combines the three qualities in the highest degree." "Medial for an adult." "It is not necessary to stick to the old slant, but we should approach it." "Vertical will be best for rapidity, as soon as the publishers adopt for the vertical the movement exercises now employed for slant."

#### Finger or Arm Movement.

In the 30 cities the answers to the question, "Do your pupils write now with the finger or forearm movement," are as follows: 14 superintendents report with the finger movement 2 with the forearm movement, 12 with a combination of the two, 2 have made no answer. The longer replies nearly all agree that the finger movement is used in the lower grades, especially in the first three, and that the forearm movement is used in the upper grades especially 7-9, leaving the three middle grades as neutral ground. By forearm movement, the superintendents mean a combination of finger and forearm movements, as the fingers must always be employed to some extent.

In the towns and districts the replies are as follows: 49 superintendents report the finger movement, 31 the



forearm, 29 a combination of the two, 2 "trying to get the forearm," and 8 left the question blank. The towns agree with the cities that the finger movement is used in the lower grades and the forearm, or rather the combination of finger and forearm movement is used in the upper grades or is gaining ground there. In nearly all of the answers where "finger movement" is given, the superintendents express their regrets. One superintendent writes: "Finger, except while working with arm movement under supervision of the teacher."

The cities answer the eighth question, "Which of the three systems is the best to secure the forearm movement," as follows: 14 superintendents, that any one of the systems will secure it and that it is immaterial which system is used, 4 superintendents favor the old slant, 3 the medial, 3 the medial or old slant, 1 the vertical, 3 do not know, and 2 leave the question blank. Almost a majority of the superintendents in the cities agree that the system is immaterial and the forearm movement can be secured equally well with each one. One superintendent writes, "It is entirely immaterial. This is likely to be disputed, but from years of study I believe it is true." Another writes, "I do not think that the system governs the forearm movement." Three other replies are as follows: "The position of the paper largely determines the slant." "Vertical writing is most easily taught, then put on the movement and let any slant come that will. This will be different with different pupils. With some it will be backhand. No matter as long as it is rapid, symmetrical, and legible." "I don't know and I don't know anyone who does know, tho there are plenty who make vehement assertions on both sides. What we all want is a calm and scientific investigation on this subject."

In the towns and districts there is a greater divergence of opinions. Twenty-three superintendents think that the old slant is the best to secure the forearm movement, 19 the medial, 13 the vertical, 3 the medial or old slant, 1 the vertical or medial, 20 think there is no difference, 4 think it depends upon the teacher alone, 13 write "don't know," and 14 leave the question blank. The longer answers are as follows: "Any of them with the right teacher, and no one of them with the wrong." "The forearm movement can be secured by a system slanting either forward or backward, but not by the vertical system." "I believe in teaching vertical forms and beginning with the sixth grade to practice arm movement and allow any slant to be developed from that point on, medial or any angle between 5° and 35° from vertical."

#### Conclusions.

It is a singular fact that of the 149 replies to the circular not more than a half dozen superintendents wrote with the vertical hand. The overwhelming majority wrote with the old slant.

To come to a conclusion in the matter, the following facts brought out in the investigation must be considered: (1) In the cities in answer to the first question, the ratio between the vertical and medial is 19:11, in the towns and districts the ratio is 71:60. (2) Twenty-six cities and 91 towns and districts intend to hold to their present system, and of the remaining 4 cities and 28 towns, only 1 city and 2 towns are surely going to change their system. (3) Of the cities, 4 superintendents thought the vertical system would become the permanent one and 10 superintendents the medial, while the remaining 16 were much in doubt, left the question blank, or answered as previously given; in the towns, 60 superintendents thought the medial would become permanent, 18 the vertical, and 6 the old slant, while many were much in doubt. (4) Of the cities, 13 superintendents think the vertical is the best to secure legibility and 8 superintendents the medial; 11 believe the medial is best for rapidity, 6 the vertical, and 2 the old slant; 8 think the medial is best for beauty, 5 the vertical, and 3 the old slant. Of the towns and districts, 49 superintendents think the vertical is best to secure legibility,

48 the medial, and 8 the old slant; 28 think the vertical is best for rapidity, 51 the medial, and 19 the old slant; 29 think the vertical best for beauty, 49 the medial, and 17 the old slant. (5) Nearly all the superintendents agree that the children write with their fingers in the lower grades and to some extent the forearm movement is secured in the upper grades. (6) Fourteen superintendents of cities and 20 of towns and districts think it is immaterial which system is used to secure the forearm movement; the rest of the superintendents are divided in their opinions nearly equally among the three systems.

From a careful consideration of the six facts above stated and the many answers that cannot be given, to my mind two conclusions can be drawn: (1) that wherever a good vertical system or a good medial system is now in use (by good I mean a system which is simple, graceful, legible, and can be rapidly written) that system had better be retained; (2) that children in the lower grades are going to write slowly and with finger movement until the forms are well learned, then the speed can be increased in the upper grades with forearm movement and each child can adopt such a slant as pleases his individual taste, as long as he retains the simple, graceful forms he has learned in the lower grades and makes his writing uniform in slant, and symmetrical.

#### Home Study.

This investigation was made to find out the opinion of the superintendents of the state in regard to this matter, and from these opinions an approximation can be made of what home study the children are doing. In the cities, 12 superintendents would commence home study in the seventh grade, and the average time expected in that grade per day is 30 minutes; in the eighth grade the average time is 45 minutes; in the 9th grade 60 minutes; 2 superintendents would commence with the fourth grade and 2 would have no home study in the grades. Twenty-four superintendents give the average time they would expect per day in the high school for home work. The average of these towns is 144 minutes per pay, nearly 2½ hours. In the towns and districts the majority of the superintendents would start the home work with about the seventh grade, and the average time expected per day is as follows: seventh grade, 40 minutes; eighth grade, 50 minutes; ninth grade, 60 minutes; high school, 124 minutes. Many of the superintendents would commence home study earlier than the seventh grade, and some would have none in the grades.

Many of the superintendents in both towns and cities do not specify any time.

However, from the above facts it is safe to assume that quite a large number of the children of the state below the seventh grade are studying at home, that the seventh grade is giving at least 30 minutes a day to home study, the eighth grade 45 minutes, the ninth grade 60 minutes, and the high school 2 hours.

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# The Professional and Financial Side.

By William McAndrew, New York.

## The Century Editor on Pensions.

For twenty years the editor of the *Century Magazine* has been a believer in pensions for teachers. Hear him express his opinion:

"The public school teacher, in many cases after years of faithful public service, has to choose between two alternatives: to remain in the harness until literally turned out to die, or to look forward to dependence upon the charities of friends or of the people.

"I do not propose the endowment of a special refuge for such unfortunate ones, for, as a general rule, teachers are self-respecting, independent, and possess the kind of pride which instinctively shrinks from publishing its poverty. But it is true that many who have conscientiously served an exacting public for a mere pecuniary pittance find themselves, after a score or more years of such service, weakening physically, and, perhaps, mentally, with only a sad prospect before them as they look towards life's sunset.

"I see only two ways of relief from this crying injustice: one, to educate the general public to the fact that the laborer is not only worthy of hire sufficient for his daily bread, but for something over, for a store against the time of disaster and need. The other plan is honorably to retire from active service, with a moderate competence, those who have faithfully discharged their duties for a fixed term of years. Why should we not have a retired list of public school teachers as well as of army and navy officers?"

## Salaries of Rulers.

The royal family costs England three million dollars a year. The lord lieutenant of Ireland receives \$100,000 a year; the prince of Wales \$200,000. The president of France gets \$240,000 a year. Emperor William, of Germany, spends on his civil list about \$4,000,000, annually. The czar's annual income is \$12,000,000. Young Alphonso, of Spain, is allowed \$1,400,000 yearly. The president of the United States gets \$50,000 a year. The average salary of teachers in the United States is less than \$400 a year. Americans are said to think very highly of their public schools. There's a hitch somewhere. It's the teacher's business to set things right.

## Why We Want the Teachers Better Paid.

There is little new to be said about the necessity of better wages so as to result in better schools. The thing needed now is organized work by teachers to effect the reforms outlined. In 1896 the *Atlantic Monthly* said editorially:

"The thing to do is to make the profession of teaching one of greater dignity and greater reward. Teaching is clearly not held in as high honor as it ought to be. It is doubtful, indeed, if the public school system can reach adequate efficiency until in every community the teacher's status is as high as that of the highest profession. To lift the teacher to this esteem two things are necessary: (1) To give efficient teachers security in their positions and freedom to do their best work. (2) To pay them salaries large enough to make the profession attractive to the very ablest men and women, not as a makeshift, but as a life career."

## Ratings of Teachers.

THE SCHOOL JOURNAL is, as usual, on the right track in suggesting a simplification of the ratings of teachers. The more gradings used, the greater the artificiality of the system, the greater the humiliation of the teacher. We have this absurdly elaborate system:

Marks: A., admirable. E., excellent. V. G., very good. G., good. F., fair. T., tolerable. P., poor. V. P., very poor. C., complete failure. O., no preparation whatever.

H., highly commendable. S., satisfactory. D., deficient.

V. G. is the highest mark given until the fourth half year here, and G. the highest until the second. X., no opinion. Z., opinion unnecessary.

The points on which we are rated are the following:

<i>Instructing</i>	.....	...
Methods.....	Voice	...
Questioning.....	Manner	...
Blackboard.....	Handwriting	...
Results.....	Fitness in scholarship for position	...
<i>Controlling</i>	.....	...
Self-control.....	Willingness to receive suggestions...	...
Class control.....	Ability to carry out suggestions	...
Methods.....	Ability to see what is going on	...
<i>Educating</i>	.....	...
Tact.....	Scientific knowledge of children	...
Executive qualities.....	General scholarship and culture	...
Disposition and character....	Apparent native ability	...
Special strength.....	.....	...
Special weakness.....	.....	...

## Specialties:

Music...Drawing.....	Physical Culture	...
Remarks:	Total rating...	...

The whole scheme is unpopular with our teachers, most of whom fail to see any value in it at all. If all the marks were reduced to two—satisfactory and unsatisfactory—there would be no objection to the plan.

*Boston Teacher.*

## Rating Teachers.

To the Editor: Your treatment of the troublesome question of rating teachers, in your issue of February 6, puts into exact words my thoughts and distress every time I am called upon to grade teachers. I see that the system of rating is a device to prevent inefficient teachers from getting an increase of salary intended for fit and meritorious teachers. I have my doubts as to its value in this regard, but why is it necessary to use any other grades than meritorious and not meritorious? The rating system is a degrading performance. It treats teachers like children. Principals, in discussing marks with the teachers, use all the childish arguments and platitudes that teachers offer when arguing about marks with their pupils. "I didn't give you an 'A,' says one, because I wanted you to have something to work for—something to stir you on." Rot! This is the way to keep teachers down to an infantile level. Teachers of spirit despise our rating system. As it was to Cassius, it is irritating to them to be

"Check'd like a bondman, all their faults observed  
Set in a note-book."

Why chill the enthusiasm of efficient teachers, who, doing the best they can, are not deemed of conspicuous ability? According to Dr. Maxwell's declaration a large majority of the teachers must not be marked "A." Why maintain an unnecessary device that will compel a principal twice a year to put a wet blanket on the efforts of "a large majority" of the teachers? Withholding an "A." from a woman has just this dampening effect. Any man who has not atrophied knows that faint praise, typified by "B.," takes the heart out of a woman. The school system is making women the predominating factor, but it cannot remake their dispositions. Therefore, let it avoid devices that lessen the woman's value. The rating system is such a device. You say some rating system is necessary. Then do away with all the unnecessary parts and require only two grades—meritorious and non-meritorious.

*Manhattan Principal.*



## Teacher and School.\*

By STATE SUPT. FASSETT A. COTTON, of Indiana.

The greatest thing that you can possibly do for your pupils is to teach them how to study. In a few years at best the facts you teach will be forgotten, but the habits of industry, of study, that you build into these lives will abide and grow. And education is not a matter of learning facts; it is a matter of habits, of character. Have you taken pains to inquire into the way your children work in getting a lesson? Do you sometimes take up a new lesson with them and show them how to go about getting it? Getting a lesson is a matter of seeing what there is in it. And ten minutes of good, active, alert, wide-awake study is worth hours of stupid, passive stare. Study carries with it the concentration that can shut out completely the whole world from the subject in hand. It carries with it the power of observation that can detect in the minutest detail the points in the subject. It carries with it a nicety of discrimination that can put all points observed in their proper relation. Finally it carries with it an ordering power that brings independent mastery. Patient work in leading your children to see what there is in a lesson, in selecting out the most essential thing, and the subordinate things; and in grasping these relations, will prove worth while.

This work of fixing the study habits of your children is just as important as the recitation, and just as much under your control. The study periods should be arranged with the same care and should be insisted upon with the same regularity as the recitations. As a rule the study period should be as far removed as possible from the recitation. After children are old enough to prepare lessons from assignments, the study period of a subject should never immediately precede its recitation and the habit should be fixed early.

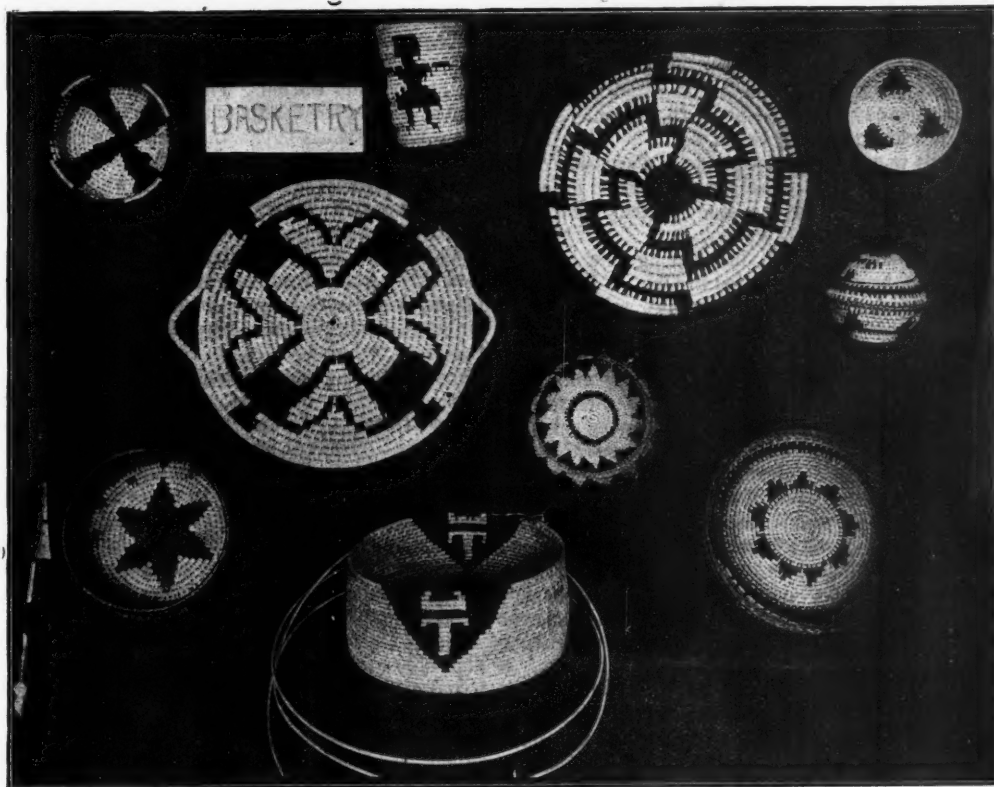
The real test of a teacher's success may be the degree in which he gets in touch with all his pupils and keeps

them working up to the best there is in them. In order to do this he must deal with each individual. The advance in a subject may be determined by the average ability of the class or even by the ability of its weakest members. But the width and depth of investigation must be determined by the strength of each individual. Now, while the class as a whole covers a certain amount of work in the subject the teacher can direct the individual members in supplementary work, giving each one an opportunity to go as deep into the topics in hand as he can with the material at hand. To the resourceful teacher every subject will suggest many things to occupy the attention of the boys and girls.

The value of written work cannot be overestimated. Frequent use should be made of it for recitations, reviews, and examinations. In the recitation it will serve to present the independent thought of each individual, and it will give splendid training in English expression. In reviews it will reveal the powers of organization and expression. To be of value every paper handed in should be carefully gone over by the teacher with corrections and suggestions for improvement. Indeed, written work is worse than worthless if this is not done. And then the examination has its place and it is important. Not that I would have you exaggerate its importance or hold it over the pupils as a menace or threat, or that I would put very large stress upon it as a basis for promotion. But it has a place in school work, and if given under right conditions there will be no dread.

A large part of the adverse criticism that has been made against examinations is mere drivel and has come more largely from teachers who do not like to work than from healthy, wide-awake pupils themselves. I think I should seldom announce beforehand any written work which I wanted to serve as a test. It is a part of education to learn to meet the conditions that confront us. In life the problems are not generally posted. We come up against them and must think on our feet. In the crowded rural school, then, the examination should serve some such purposes as these: (1) It should enable the teacher to examine his pupils and himself at the same

\* Substance of a bulletin issued to the teachers of Indiana.



Work in Basketry, Seventh Grade, Wealthy Avenue School, Grand Rapids, Mich.  
W. H. Elson, Superintendent of Schools.

time. (2) It should aid the pupil in thinking. (3) It should aid the pupil in the expression of good English. (4) It should reveal to the pupil his mastery of the points in question. (5) It should serve to make the pupil more self-reliant. (6) It should enable the teacher at times to do double work in the school-room. Of course, this all means work for you. But it will pay.

The child must be encouraged to use that which he takes in. Herein lies the value of manual training. It is just in his ability to do things that the boy on the farm has a better chance to succeed than the town or city boy. And it is because the boy on the farm has work to do. He is well trained in the expressive side of life. It is expression, too, that amounts to something, and in it he gets the notion that there is work to do in the world—that life is not all play. Now, if you can use these good qualities in your school work, well and good. And if you can use them in building in the community a larger regard for labor and a supreme respect for the farm and its problems that will keep the boys in the country it will be all the better for the boys and the nation in the years to come. Of course, if a young man really believes that he will have better opportunities for himself and for what he would do for humanity by going to the city, he should go. He can succeed, as scores who have preceded him to the city are succeeding. But let him remember that farm work is just as important, just as honorable, just as clean, that it requires just as much ability, and that it is just as remunerative as any work he will find to do.

### Semi-Annual Promotions.\*

By SUPT. WILLIAM W. CHALMERS, Toledo, O.

The question of the promotion of a pupil is the most difficult problem a school management is called upon to solve. Our schools have no more delicate function than the determination of the question as to whether or not a child should be advanced in the grades. I believe that it is better to keep this question as far as possible from red tape and set rules. I have been thinking and reading and experimenting on this subject for twenty-five years, and I have never been able to find a mechanical device that would be an improvement upon the common sense and best judgment of the teacher and principal. A system of rules can never rise above the common sense level of those who administer them.

I preface my paper on promotions by a discussion of a subject closely allied to it—the proper method of conducting the recitation and the study periods upon the teacher's daily program.

In all departments you will find among the leaders men and women bred and educated in Ohio. In literature, science, inventions, arts and trades, religion and statesmanship, Ohio has furnished leaders. Where were these men and women educated? Were they trained in our octa-graded elementary schools? No, they were educated, or rather were permitted to educate themselves under helpful assistance, in our district schools, schools that began at nine in the morning and closed at four o'clock in the afternoon. From the time the bell rang in the morning until the close of school, the teacher was hearing recitations in rapid succession, and the pupils who were not reciting were given a chance to do some independent study. They were not coddled and carried, petted and spoiled. They did not lean upon the teacher and be tenderly assisted over every rough place. They were compelled to walk alone. They must work out their own salvation.

I am not one to decry the graded school, but I do here protest against any system that places all the pupils which public economy compels us to assign to one teacher in one class for recitation and study purposes. No teacher ought to attempt to hear a recitation with from forty to sixty pupils in the class. When a class is increased

above twenty or twenty-five pupils, the success of the recitation and intensity of the interest decrease in direct proportion to the square of the number. I have seen a teacher attempt to teach fifty first-grade or "D" primary pupils in one class. Think of trying to present reading to fifty first-grade children at one time! Of course the teaching was all rote work and the most perniciously mechanical of any I have ever seen.

I believe all the good points of the ungraded school may be incorporated into the graded city school system without losing any desirable feature of the graded work.

I believe every school, no matter whether or not it is composed of one or two grades, should be divided into two nearly equal classes for recitation and study purposes. Every recitation or performance on the part of the pupils should be preceded by a time of preparation. There should be two columns filled upon a teacher's program, the recitation column and the study column. One class should be studying while the other class is reciting.

I have attempted to meet the only objection that any one can make to the semi-annual promotion plan, namely that it often necessitates two classes in one room. I have given my reasons for believing that there should be two classes in every room, whether there be two or only one grade in the room. No teacher should attempt to hear the whole school recite in one class in the essential subjects. If she does, what follows the recitation? A study period for the whole school? If so, the teacher is doing one of two things: either waiting or helping, either relaxing or doing work which ought to be done by the children. I believe in vacations, in relaxation, in diversion, but there is no time for this in a successful school-room between nine in the morning and four in the afternoon. A generation of children educated under the "lock step" gradation of annual promotions, with the whole school as a unit for recitation purposes, is not likely to furnish leaders, but in counter distinction is more likely to furnish an army of weak followers and copyists.

It is not a difficult matter to change a school system from the annual plan of promotion to the semi-annual. Divide the work of the year in the several subjects as outlined in your course of study into two equal parts. No more work is attempted in a given time under this plan than under the old. There is no change of teacher, except that in the readjustment of classes at the end of the semester those pupils who cannot successfully undertake the advanced work drop back one semester to the next lower class, and those pupils who have the age, health, industry, and ambition are advanced to the teacher of the next higher grade.

This same half-yearly division of work should be carried thru all the principal subjects of the course. By principal subjects I mean reading, spelling, arithmetic, language, and grammar, geography, United States history and civil government. The yearly unit may be continued with the general and manual culture subjects, such as writing, drawing, music, general culture, and manual training. All of these subjects may be presented to the whole class at one time.

In the Toledo system of semi-annual promotions our grade unit is five months. In the essential subjects we cover the advance in four months and give one month for review. The bright pupils from the class below join the next higher class on the review, and are thus permitted to cover two semesters' work in one without missing any of the lessons.

As to the practice in other cities in regard to this plan of school organization, I would beg leave to report that I communicated with the school authorities in all cities of importance in this country. Out of 239 cities reporting 151 are following semi-annual or more frequent promotions, while 88 are still following the annual plan. Out of 188 of the smaller cities, from 10,000 to 75,000 population, 110 are organized upon the semi-annual plan, and 78 upon the annual plan.

I have made a special study of the plan of graduation

\*From Superintendent Chalmers' annual report.



in the 51 largest cities of the United States. This includes all cities of over 75,000 population. There are 25 cities in the United States larger than Toledo. Of these 25, 21 promote their public school pupils semi-annually or more frequently. Of the 25 cities next below Toledo in the table of population 19 promote pupils semi-annually or more frequently and six promote annually. There is nothing new for you in these statistics gathered from school authorities, but I have something new in a report from the patrons of the schools who have had an opportunity to watch the benefits of semi-annual promotion in its effect upon their own children. Their experience with the annual plan is so recent that an intelligent comparison can be made. I sent to all of the patrons of the Toledo public schools a circular letter asking the following question: Do you favor our present plan of semi-annual promotions? I received 12,701 answers to this inquiry. 12,107 voted yes, approving the Toledo system, and only 694 voted no. Thus, you see, the vote to approve the present Toledo plan of semi-annual promotions was passed by the patrons almost

unanimously. Only 5½ per cent. were in the negative.

Semi-annual promotions do not imply less thoroughness in the work, but, rather, more, since the instruction can be better adapted to the understanding of a larger number and the interest of the pupil can be more effectively drawn into service.

How long will it take us to learn that the schools are not instituted and maintained to make positions for superintendents and teachers? The school exists for the school children. It is not: How may the public be satisfied and the teachers kept good-natured, but the question is: How can the boys and girls get the most out of a year's tuition? How can we send our pupils out best prepared to win the battles of life? Believe me, it cannot be done by organizing schools into large classes loosely graded. Rather have a smaller class with a shorter, well-planned, pointed, spirited recitation, with general instructions for the preparation of the next lesson, and then permit the pupils under their self-directed study to become more self-reliant, and trust more to their own powers and resources.

## Development of the School System in Helena, Montana.

By Evelyn M. Wood Lovejoy.

Thirty-nine years ago Helena was but a mining camp located in "Last Chance Gulch." There were children in the camp, however, who needed to be educated, so a private school was started for their benefit. It could not have been very largely patronized since the returns from tuition were so small that the teacher, A. B. Patch, was obliged to resort to manual labor to eke out his living.

The following year the first public school was opened in a cabin. Educational sentiment soon rose so high that the people decided to own their school building, and one was built twenty-four by thirty feet, capable of accommodating fifty pupils.

In 1875, a great stride forward was made, when a fine central building was erected. A special tax of \$4,000 was voted. As this sum was entirely inadequate, the business acumen of the district officials was shown in buying county warrants at seventy-five, yielding 12 per cent. interest. The building was completed in five months at a cost to the district of \$25,000, the bondsmen making good a deficiency of \$5,000. The value of this structure was greater than that of all the other school-houses at that time in the territory.

### The High School.

With this equipment Helena organized the first system of graded schools in Montana, and has ever since taken the lead in educational advancement in this section. Within a year a high school with a three years' course was established, antedating by several years any other high school in the state. Its first graduating class was sent out in 1879. This class was composed of three young women, one of whom made art a specialty, and, after studying for a time in Paris, accepted the position of supervisor of drawing in the Helena public schools, which position she continues to hold with much success and acceptance.

Very early in the history of the high school a four years' course was adopted, and a normal course introduced, which later developed into a training school with its own principal. This was continued until the present year. With an excellent normal school in the state the necessity for a similar institution in Helena does not seem so imperative.

The high school is fed chiefly by the grades, tho, with its accustomed generosity, the city has given free tuition to all properly fitted applicants, and many have thus gained a good education who would otherwise have been deprived of this privilege.

As the city grew, so grew a desire for a suitable high school building, and, in 1890, a bond issue was voted for

this purpose. Two years later the building was completed at a total expense of \$132,000, not including the lot. This new building is one of the finest in the Northwest, and the pride of the city.

The present principal, and the tenth since the establishment of the high school, is W. R. Trowbridge, who came to Helena this year from the Rugby school, Kenilworth, Ill. He is increasing the already high reputation of the school by requiring thoro work, making the development of character a chief aim, and by giving much personal attention to wholesome athletics. Baseball, basket ball, and football teams are maintained, and are all winning laurels, rarely losing a game. The *Nugget* is published monthly, and a number of literary societies flourish.

Classes graduate twice a year. The one leaving last June numbered thirty-five, about forty-three per cent. of whom entered distant colleges and universities. The present enrollment is 325.

Helena has always been generous in her support of her public schools. Salaries are good and command the best talent. A number of college and university graduates are teaching in the grades. She has at the head of her schools Supt. Randall J. Condon, a man well known in the East, having been superintendent of schools in Everett, Mass., for many years. This is his second year in Helena. Scholarly, progressive, tactful, he is well adapted to continue the work of fostering education in our city. He has made the most of what he found to commend, and slowly and quietly has been changing what seemed to need change.

### Up-to-Date Methods.

Advances have been made in the direction of free kindergartens in different parts of the city, in enlarging and increasing the efficiency of the manual training school, in the introduction of music and physical culture under the direction of special teachers, and a domestic course for girls in the higher grades, which includes sewing and talks on the duties and opportunities of girls in the home. Superintendent Condon, in his outline for this work with the girls of the seventh and eighth grades, says: "The accompanying outline has been prepared and is submitted in the hope, and with some expectation, that, if intelligently and conscientiously used, it may result in a better appreciation of home life by the girls of Helena, may make home the center of their thoughts and interests; that it may give them some knowledge and skill in the art of home-making and housekeeping, and, as well, give them a better knowledge of themselves and their relation to society."

The girls are organized into clubs, and, at the end of the period for sewing, they render a short literary program. At the close of the school, just before the holiday recess, the girls entertained in their respective school-rooms their mothers and the boys belonging to these rooms.

The boys in the aforementioned grades study sloyd, while the girls sew. In other grades, from the fifth up, both boys and girls have manual training. This is taught on the first floor of the Auditorium, the building in which are the offices of the superintendent and the board of education. The manual training room was newly fitted up the past year and is well equipped with all needed apparatus.

In the kindergarten and the first two primary grades the children are taught raffia work and weaving. The work in raffia consists in wrapping, braiding, and sewing it into napkin rings, baskets, and the like, thru which medium the children gain some control over their fingers, and receive training in form and color combinations.

Cardboard construction is taught in the other grades up to 5A. The principal of manual training says of this work: "Cardboard construction, which is practically concrete geometry, gives opportunity for the construction of many useful and beautiful articles in heavy papers. The work is easily correlated with arithmetic and drawing. A pattern is made on drawing paper before the actual construction is begun, giving the little people an insight into the simplest parts of mechanical drawing, a subject too frequently neglected in school courses. The work is only just begun and will lead to box making and book binding as the classes are ready for it."

The work in these grades is done in the school-rooms under the regular teachers, who meet the principal once a month for instruction. There is some co-operative work thruout the entire course in manual training, and scope is given for originality in plan and execution.

In drawing there is abundant opportunity for originality. The course includes drawing in pencil and charcoal from still life, use of colors in composition and designing, painting of flowers, the making of posters with colored paper, original landscapes in black, gray, and white, and in natural colors. The children execute rapidly and with a good deal of freedom and skill.

There is no regular course of study, except what is authorized by the state. The present year, councils have been organized, which meet monthly with the superintendent for the discussion of questions pertinent to their respective divisions. The grade teachers form four of the councils, and the principals and special teachers a fifth. This will doubtless result in unifying the work and in giving more vital impetus to effort on the part of teacher and pupils.

Helena owns about \$450,000 worth of school property, including seven ward buildings. One of the finest of these is now vacant. It was built during a "boom," and was placed too far outside the thickly settled portions of the city to be at present available. The city has furnished free text-books for about six years. The high school has a good library; each building is well supplied with supplementary reading, and, in addition, children and teachers are accorded special privileges in the use of the public library of 30,000 volumes.

Seventy-two teachers are employed in the schools. They form an enthusiastic, loyal body of workers. Thirteen of these compose the faculty of the high school, all college graduates. Several have studied in foreign universities. Helena appreciates her teachers, and they are welcomed to the hearts and homes of her most intelligent and broadest-minded citizens.

The Improvement society has done much to beautify the school grounds, and has spent large sums in setting out trees, grading the yards, and in employing men to care for the same. For two successive seasons flower seeds have been furnished the children at a nominal price, in an effort to encourage a love of nature and of beautiful surroundings. The officers of the State Fair held in

Helena last October offered several prizes for exhibits of the children's work in this direction. Altho the early frosts had injured all vegetation the showing of cut flowers and of their arrangement in artistic designs was most commendable.

The children take great interest in local history. To learn this they do not have to consult dry text-books, but hunt up an "old-timer" and get him started on tales of the early days. The time is soon coming, however, when such men as Judge Hedges, Montana's first state superintendent, and others, will no longer contribute their fund of reminiscences to the cause of education. Thru the efforts of these men Pioneer day was recently established by law. It was observed in the schools last year for the first time. A prize of a fifty-dollar gold medal was won by one of the girls in the eighth grade of the Helena schools.



## Baron de Hirsch Agricultural School.

By BORIS D. BOGEN.

It is only recently that people began to look upon primary and secondary agricultural schools not merely as professional institutions, but as powerful educational means. Tho somewhat a fad, there are at present some indications that agriculture will play an important part in the future of our common school system. Experience confirms the theoretical preposition.

The Baron de Hirsch Agricultural school, located at Woodbine, New Jersey, represents a happy combination of the professional training and purely educational influence. It is intended for Jewish young men desiring to follow agriculture as their vocation. The catalog stipulates that the school is aiming to prepare farmers and assistants to farmers. In reality the institution cannot limit itself to the professional problem. The contingent of students is made up of different material. You find here a newsboy tired of city life, a tailor who gave up his needle for the plow, an immigrant Russian or Roumanian young man, an enthusiastic adherer to the Zion movement, believing in the restoration of the Jewish kingdom; a truant city school boy, induced to come here by his parents; a boy with a natural knack for agriculture, and another whose weak constitution compels him to choose a profession that will keep him away from the city. All this heterogeneous crowd, needs not only instruction, but a good deal of education in the broader sense of the word, and from this standpoint the results give ample opportunity to estimate the educative value of agriculture.

The contrast of city life with that of the country produces a strong impression upon almost every young man who comes here. Some get quite enthusiastic over it, others seem to be overwhelmed by it, some feel exalted, others perplexed. Much depends upon the individual, much, also, upon what season of the year the boy comes to the school. Admission usually takes place in April, tho the foreigners are accepted six months ahead. During the summer there is no class work at all. The boys spend the entire day in the fields. Only an hour before dinner you can observe groups here and there engaged in some conversation. This is a practical talk given by the instructors right at the place of work, and treating of the real things that the boys see, handle, and work upon. To-day they may learn something of potatoes, to-morrow on clover, then on bees, horses, or cows. Each boy gets four talks a week in the four different departments: Dairy, horticulture, truck, and poultry. The teacher repeats the same talk for a week, having a different group each day.

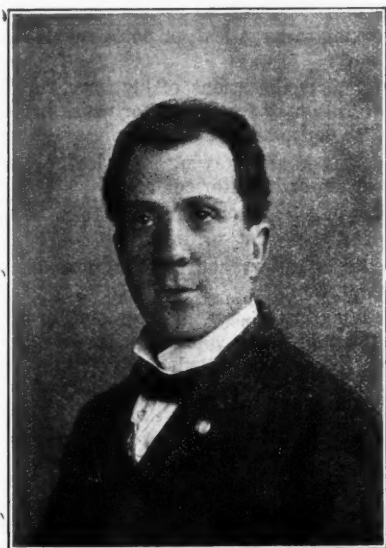
Besides the boys spend an entire morning every week in nature study, taking up botany and zoology, for which there is a special teacher. The city boys do not consider this learning identical with the instruction that they are used to getting in the class-room. In fact, it takes considerable time before the new boys begin to



attach any importance to it whatever, but this does not lessen the real significance of the knowledge acquired thru it. Besides it appeals to a new side of the individual. It develops observation, it demonstrates the practical validity of information, it teaches things instead of words, reality instead of form. But this is, after all, a small part of the whole educational scope of the school. The very life in the country has the greatest educational significance.

The enthusiasm of the teachers and the inspiration of the older pupils help the city boys to enjoy the surrounding nature. This alone, however, would not be sufficient to make the boys contented, it would not strengthen character, and would not serve the purpose. There is necessary a certain amount of work, a task that a person has every day in life, a substantial, so to say, material purpose, a duty to fill, a responsibility to learn. The life of an agriculturist contains all these elements and the chief educational value of an agricultural school lies in the presence of this factor.

The Baron de Hirsch Agricultural school possesses 250 acres under cultivation; there are about twenty-five cows, twelve horses, about 1,000 chickens, a number of beehives, a nursery, three greenhouses, etc. All this is



Dr. Boris Bogen, Superintendent of Hebrew Settlement Work, Cincinnati; formerly Principal of the Baron de Hirsch Agricultural School, Woodbine, N. J.

attended to by the boys and presupposes a good deal of labor on their part. From the very first week a pupil of the school is given some responsibility, some task which has to be accomplished, a work not invented by the teacher but prompted by necessity. The boys know that the cows have to be milked, fed, and watered, the stables have to be cleaned, the poultry has to be attended to, the flowers must be weeded, etc. All this kind of work is designated as "chores," and a new boy cannot help feeling some increased importance when assigned to one of these important duties. This is not only a concrete lesson in the necessity of duty, but it carries along also the conception of attending to duty with considerable precision and promptness. Some of the "chores" have to be attended to before breakfast. It is really touching to see the boys on a cold winter morning getting up at five o'clock and without a murmur, nay even cheerfully, hurrying to the barn to milk the cows, or to the stable to feed and water the horses. The work, while quite hard, possesses elements of pleasure and the boys feel this. You ought to see the joy when they learn in the morning that there is an additional calf in the barn. Such a morning repays many a hardship.

During the first year the boys learn all the practical work on the farm of the school in its different departments. They know how to milk, feed, and attend to cattle, get a knowledge of greenhouse work, learn to

raise vegetables, get acquainted with general landscaping, and in general are becoming not full, but valuable assistants to farmers. The boys complete the primary course in April and get paying positions in different places in New Jersey, Pennsylvania, and New York. During the summer they get actual experience which, after all, no school can supply. During the winter six months they receive considerable instruction in elementary English, history, arithmetic, physics, geography, physiology, chemistry, botany, and agriculture. They appreciate this instruction highly, and there is no question of truancy or class discipline.

Besides teaching the boys valuable lessons in practical agriculture this method of getting actual experience contributes greatly to the boy's knowledge of the world, gives him a conception of people, and suggests to him modes of conduct and behavior. On the one hand it teaches him independence, on the other it makes him more reasonable in his own claims,—it brings forth to him his relative position. In a word it is an indispensable educational influence.

The boys who succeed in retaining their positions during the summer, return in winter to pursue a higher course in agriculture, and now a larger amount of time is devoted to theoretical studies. During the intermediate course the boys receive instruction in English, algebra, civics, physics, chemistry, physiology, horticulture, dairying, animal industry, etc. Their course is of a higher grade than that of the primary course, and they are still more appreciative of the use of knowledge. The summer following they are again ready to accept positions with farmers, and now with better preparation, they receive better compensation. They have one winter more to spend in the school. This time they pursue the scientific course, which embraces higher studies, English, geometry, veterinary science, dairying, feeding, pomology, floriculture, landscaping, gardening, etc. In the practical departments they get an opportunity to obtain experience in managing.

They are now responsible workers. They wake up the younger boys in the morning for "chores," they are responsible that the work shall be done right, they learn to look seriously upon their duties and are trying to do their best. The other boys recognize to some degree their authority. It is not a system of monitorship, however, as their rights are not bestowed upon them by the teacher. They earn these rights thru long effort and achievement. They possess experience and this inspires obedience and respect. On the other hand, taught in the school of life, the young men do not take advantage of the somewhat privileged position. The school offers free tuition and practically supplies with board and clothing almost all the pupils,—still there is no charity air about it. The pupils consider that their maintenance is offset by their work, and therefore they feel quite independent.

### Eliminator of the Unfit.

Dr. Woods Hutchinson, of Portland, Oregon, secretary of the state board of health, recently made an interesting contribution to the discussion of alcohol and its effects. "Alcohol is an agent," he said, "which is a food or a harmless luxury for the strong, the vigorous, or the self-reliant, and a deadly poison to the undesirable elements of society. The role of alcoholism in the production of crime has been greatly overrated. The nations of Southern Europe, thru continued consumption of alcohol, have gradually attained a level of comparative sobriety. Romans in the zenith of their power and the Greeks in the days of Cyrus were all drunken and hard drinkers. Their degenerate descendants are comparatively sober. To-day the races in the van of progress, the dominant factors in the world's work, the American, English, Irish, Scotch, and North German are those in whom drunkenness is rampant. Alcoholism is then an index of racial instability, and its chief action is that of an eliminator of the unfit."

## Manual Training Schedule. X.

By Dr. James P. Haney, Director of Manual Training, New York City.

### Grade 5A.—Girls.

Time per week 120 minutes to be divided into two periods, for lessons on object drawing and applied design. For constructed forms use oak tag, bogus or cartridge paper, gingham, denim, or other available material.

**Object Drawing.**—Aim to secure in drawings of good size and placing the representation of the foreshortened circle and square, as these appear in objects seen at different levels below the eye (circle also above eye).

Require careful study of relative size and position of objects in simple groups. Tests of direction should be made by pencil holding. Use individual models wherever possible.

In plant form and other object drawing seek quality of line to express texture. Use of accented line should be taught.

**Design.**—Aim to develop appreciation of beauty of form and line in original units designed as decorations for constructed and other forms. Emphasize simplicity.

**Color.**—Aim to secure harmonious combinations of tones of the same color, or of standard or intermediate colors with a neutral. Avoid combinations of brilliant colors.

1. Draw cylinder below eye, or picture study: "Dignity and Impudence"—Landseer.
2. Draw and cut pattern for useful form, as letter holder or portfolio.
3. Draw cylindrical object, as wooden measure or pail, below eye.
4. Complete pattern commenced 2nd lesson.
5. Draw cylindrical object, above eye, as tin pail.
6. Draw and cut units for free spotting.
7. Draw cylindrical object, above eye, as pail or lantern.
8. Decorative arrangement: free spotting for design for constructed form.
9. Draw vegetable form, or picture study: "Song of the Lark"—Breton.
10. Trace decorative arrangement or form drawn and cut, 4th lesson.
11. Sketch group, cylinder, and sphere. Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.
12. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.
13. Practice painting flat washes of grayed colors, illustrated on color chart. Practice also painting units for design.
14. Paint decorative arrangement. Contrasted or dominant harmony.
15. Draw vegetable form, or picture study: "Washington Crossing the Delaware"—Leutze.
16. Complete constructed form.
17. Sketch group, square prism, edge front, and water cup or hemisphere. Proceed as in lesson 11.
18. Complete drawing of group. Proceed as in lesson 12.
19. Design for handkerchief case, doily, cushion cover, table mat. Draw a good example of Greek lily from copy, or draw pattern for flower pot holder, picture frame, or work basket.
20. Original modification of lily form, for design on cloth, or complete picture frame, or design for flower pot holder or work basket: Draw a good example of Greek lily from copy.
21. Draw group, jar, and hemispherical fruit.

22. Complete unit for design on cloth or design for picture frame. Draw a good example of Greek lily from copy, or original modification of lily form, for design for flower pot holder or work basket.

23. Draw group, bottle or bowl and vegetable, or picture study: "Return to the Farm"—Troyon.

24. Trace design on cloth, or make original modification of lily form, for picture frame, or complete unit for design for flower pot holder or work basket.

25. Paint design on cloth, or complete unit for picture frame, or trace design on flower pot holder or work basket.

26. Draw pattern for pencil case or picture frame, or paint design on flower pot holder or work basket.

27. Practice blocking in large leaf, or paint vegetable with leaves, in water color.

28. Complete form commenced 26th lesson, or paint design on picture frame, or complete flower pot holder, or work basket.

29. Blocking in large leaf, or paint vegetable or spray in water color.

30. Original modifications of lily form, for form completed 28th lesson, or for design for whisk broom holder, table mat, or doily.

31. Blocking in and drawing large leaf, or paint simple spray or flower in water color.

32. Trace design on constructed form, or on whisk broom holder, table mat, or doily.

33. Paint design on constructed form, or on whisk broom holder, etc.

34. Blocking in and drawing large leaf, or paint simple spray or flower in water color, or picture study: "Queen Louise and Her Sons"—Steffeck.

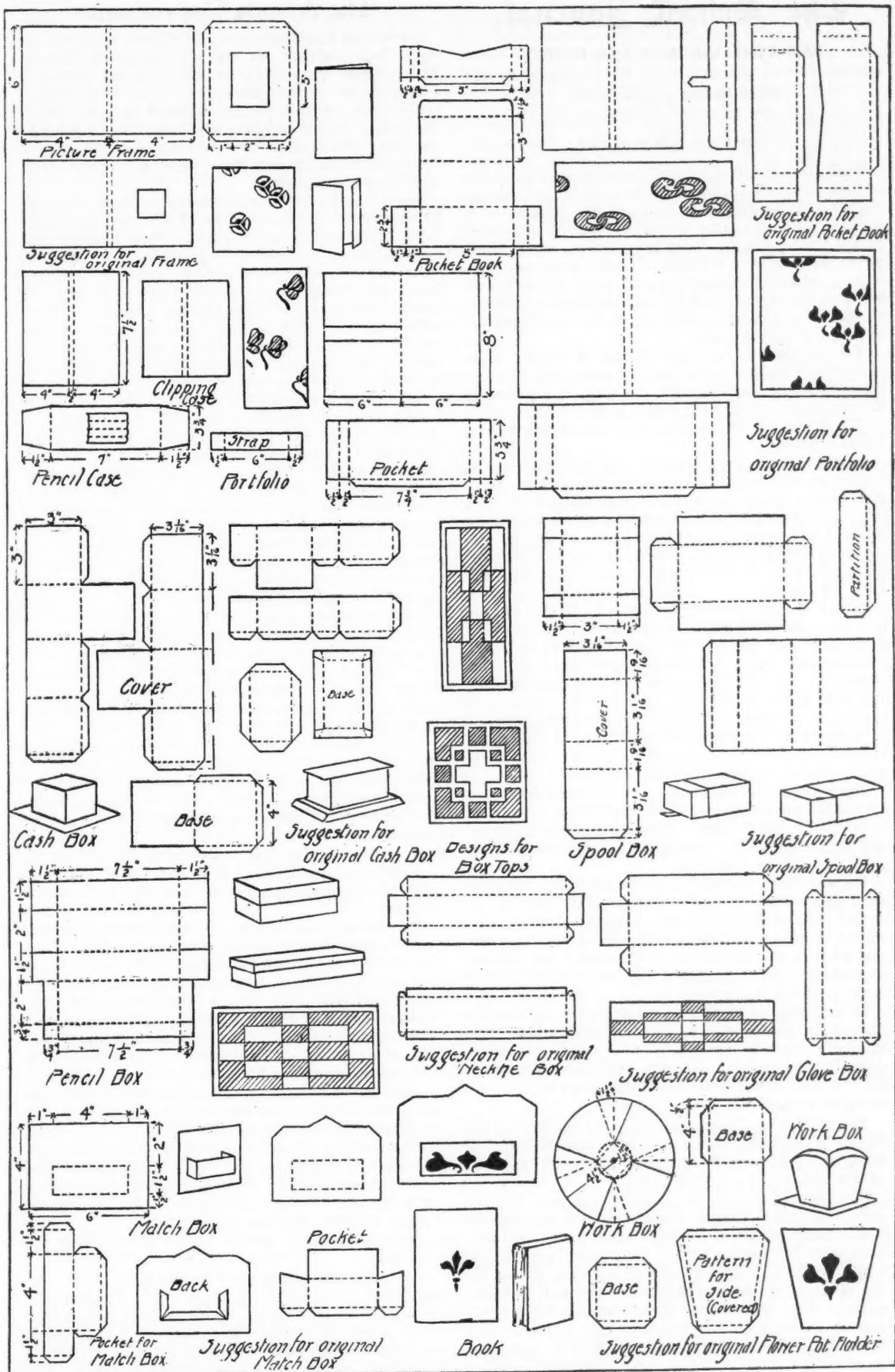


### Educational Secretary of Philippines.

For over a year Gen. James F. Smith has been secretary of the department of public instruction in the Philippine islands. He was born in San Francisco, was graduated from Santa Clara college and also from a San Francisco law school. In 1898 he became colonel of the First California volunteers in the Philippines. He rose to be brigadier-general of volunteers and governor of Negros. In 1900 he was appointed collector of customs at Manila, and less than a year later he was appointed an associate justice of the supreme court. Nearly six years of work in the islands has furnished him with a complete knowledge of the conditions and an idea of the magnitude of school supervision.

Of the work accomplished by the department of public instruction in the development of a school system General Smith writes:

"Altho three years have not yet passed since the establishment of the bureau of education an almost complete system of primary and secondary instruction has been inaugurated. There are comparatively few municipalities in the islands that have not made some effort to provide school accommodations for the juvenile population. . . . Secondary school buildings have been rented, built, or are building in forty of the principal cities and towns of the islands. There are now 250 night schools in operation, and, in the last year, summer normal school classes were held in thirty-three towns. There are something like two hundred thousand children enrolled in the primary schools and more than six thousand in the secondary schools. There are over seven hundred American teachers in the field and nearly two thousand five hundred native teachers. Two hundred native English-speaking teachers have recently been placed on the insular pay-rolls."





## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 5, 1904.

### Spring Thoughts.

Springtime is full of helpful thoughts to the teacher of little children. As the winter's snow and ice are melted, and the first green blades of the promise of a summer glory are coaxed out of the soil by the warm rays of the Lenten sun, there is typified the regenerating power and vivifying influence of loving kindness. And what a wealth of suggestion one would derive from a study of the chemistry of the soil at this time; with the thousands of activities entering into the nourishment of even the humblest plant.

Yet are not the wise ministrations of Nature alone sufficient to bring out the best in every living thing. They must be supplemented, watched, and governed. Human hands, with a mind behind to control them, must, as far as they are able, assume the mastery in the shaping of growth.

In other words, kindness and a sympathetic attitude toward growing children, essential tho they are in education, cannot achieve perfect results without a directing mind behind them, which knows what possibilities there are, and how these may be realized to the fullest extent.

Human love and human wisdom—these two in close union—form educational power. Neither alone is sufficient for the task.

Watch the gardener or the successful farmer and see how much brains he puts into his activities. Each stroke of the hoe, each furrow drawn by the harrow, each turn of the spade has a definite purpose behind it. Perchance the boy who swings the hoe, or directs the harrow or lifts the spade knows but little, if anything, of the deeper meaning of his stint. Yet was each designed by the wisdom of a human mind, schooled by the experience of ages in this special field of labor. Somewhere will be found the master brains.

The copying of a good model may be a satisfying substitute for a knowledge of the reasons for every act, but it cannot be satisfactory. Even the best model the eye can be privileged to observe will have defects, for it is after all a human handiwork.

He who lacks the specific knowledge which forms the solid groundwork of any particular department of endeavor must needs be helpless. Like a weather vane, he will be turned by whatever the prevailing fashion or disturbances in the immediate neighborhood may decree. It requires expert judgment to discern work that is worth choosing as a model.

Other things being equal, the gardener or farmer who himself knows the *rationalia* of his tasks will be more successful than the best copyist, and certainly infinitely more, in the long run. Nor can originality win laurels for the man armed with all the experience of the most thoughtful masters.

The teacher who goes to school to the gardener or the farmer in the spring of the year, with these thoughts in mind, will gain strong arguments for the patient study of the science and art of education.

The heart of compassion, kindness, forbearance, readiness to forgive, cheerful service, sympathetic helpfulness, and all the other glories of the human spirit filled with the love for human kind, must have behind, with, and within them a knowledge of what is best for the object of solicitude, and how this may best be transmitted. The teacher who is most anxious for the welfare of the child will strive to learn and understand the thoughts of the masters in the profession, and place them in the service of her pupils. Blessed are they who diligently seek for the best means of serving humanity. Great shall be their reward.

### The Atlanta Convention.

Never has the Department of Superintendence enjoyed finer weather. It was delightful out-of-doors. The program of the day sessions was not always a strong enough counter attraction. State Supt. Nathan C. Schaeffer, of Pennsylvania, appealed to every straying brother he met to "dissipate" with him by going to meeting. But then his warning voice was no match for the seductive mellowness of the balmy atmosphere of an Atlanta spring morning.

The advocates of serious stick-to-business meetings found material in plenty to construct new arguments for a permanent convention place. Their plea for elementary social features and sightseeing fell, however, upon deaf ears. To those coming from the ice-bound North with heavy overcoats, and chest protectors and ear laps, the change to May sunshine seemed too good to be true. To think of locating permanently at Chicago under these conditions was too much of a task for most of the members. Sooner would they accept an other invitation to Atlanta for 1905.

There is no doubt that the method of selecting a place for the mid-winter meeting is in need of a reform. A straw vote would have shown a decided preference for Washington. Some had a lingering hope that Chicago might be chosen. A few were wondering whether Philadelphia would ask for consideration. But the time-honored plan is to listen to invitation speeches and then to vote on the spur of the moment. There was no one to speak for Washington. Philadelphia was not represented by any schoolman. Milwaukee and Columbus were the only cities making a bid for the convention. If a vote had been taken after Superintendent Sieffert had described the size of kindergarten rooms in Milwaukee and recounted the statistics of school attendance and other items of an equally interesting character, Columbus would have carried away the convention without turning a hand. But Milwaukee was determined to win. Orator after orator arose to spell-bound the members, and Milwaukee was finally chosen.

The election of officers was accomplished without a ripple of contest. Hardly anyone cared enough about it to inquire who would be likely to head the Department. Superintendent Cooley, of Chicago, was made president by acclamation, and everybody was pleased to have him take the office. The new vice-presidents are Supt. Lawton B. Evans, of Augusta, Ga., and Supt. J. W. Carr, of Anderson, Ind. Miss Angeline E. Whitney, assistant superintendent of New York city, was elected secretary.

The total attendance came up close to seven hundred. Forty states and one territory were represented. New York headed the list with a delegation of eighty, or fifteen more than Georgia, twenty more than Illinois, thirty more than Indiana, and almost twice the total number from the five New England states. Michigan turned out thirty-five strong. Alabama registered thirty-two. Ohio came near to the thirty mark, and Wisconsin, which captured the convention for 1905, sent twenty-four voters to stand up for Milwaukee. The Southern states were better represented than ever before, enrolling nearly one-third of the total attendance. When the pay of the Southern school officers is considered this showing appears even more gratifying. The interest taken in the convention speaks volumes for the educational awakening in the new South. It was worth going to Atlanta, if there had been no other inducement, to get a breath of the vigorous life that is everywhere stirring the schools.

A very pleasant feature was the unusually large representation of the wives and daughters of the members. As a rule the midwinter meetings have been almost wholly *masculini generis*. The bleak North evidently has not proved as attractive to the ladies as the land of the cotton, in the Washington birthday season. But Atlanta's name seems to have had a greater charm even than Chattanooga, Jacksonville, and Richmond. If



Atlanta will invite the Department again on some future occasion there may be votes enough to repeat the 1904 experience.

The program gave evidence of careful organization. More than half the states were represented. The topics covered most of the questions prominently before the educators at the present time. Nearly everyone of the speakers responded to roll call. There was less apologizing than ever before and less need for it. The audiences seemed attentive and interested. There was little use for the gavel. Everything went off smoothly and with due decorum. Business was transacted with despatch. If there was friction anywhere it did not come to the surface. Superintendent Emerson proved himself a skilful organizer and fine executive. He presided with dignity and credit to himself and to the convention.

The welcome addresses for once formed an interesting part of the program. Governor Terrell spoke especially of Georgia's educational endeavors. Altho the youngest of the original thirteen states, Georgia, he said, was the first to include in her constitution a provision for a common school system to be supported by the state government. He pointed out that the constitution of 1777 decreed that "schools shall be erected in each county and supported at the general expense of the state." Georgia, at the present day, contributes, according to per capita wealth, by direct appropriation from the state treasury, more money to the support of educational institutions than any state in the Union. Yet the people of the state realize full well that much more needs to be done to achieve the best results in education.

State School Commissioner Merritt is evidently an educator who keenly appreciates the demands of the times in school work. The low salaries paid in the state have not been a bar to the securing of good teachers, he said. The educational enthusiasm kindled before the war, when "the South led in education," has borne fruit. There are many of Georgia's best sons and daughters willing and glad to assume school work. Tho their pay is small they are blessed with "atmosphere, climate, and sunshine." Illiteracy, Mr. Merritt said, was not Georgia's "long suit," a happy phrase which endeared itself to many of the Northern visitors. The rural schools are the Commissioner's chief anxiety. Here is the really important public education problem. Georgia, according to Mr. Merritt, has among the teachers of her rural schools some excellent instructors who are conscientiously studying and reading to perfect themselves in their profession.

Another point of special interest in Mr. Merritt's welcome address was his appreciative reference to the unique investigations made by Dr. J. M. Rice and to the work undertaken by the Society of Educational Research. The N. E. A. has hitherto officially passed by the important problems raised by Dr. Rice's scientific tests of the results of teaching in the three R's, trying hard to keep up an air of sublime indifference. Now that Mr. Merritt has talked right out in meeting there is no longer any excuse for not having heard anything.

It may also be worth knowing in this connection that nearly one-third of the members in attendance at the convention joined the Society of Educational Research last year, and thirty others were enrolled at Atlanta.

Referring to the teaching of American literature in the schools Mr. Merritt made a plea for the study of Sidney Lanier, "the greatest poet of our country." He asked the teachers of the North to acquaint their pupils with the works of Sidney Lanier, of Georgia, and, especially to take with them the "Song of the Chattahoochee" as "a beautiful souvenir" of the trip to Atlanta.

#### Frank McMurry's Contribution.

By common consent the paper by Professor Frank M. McMurry, of Teachers College, was regarded as the most valuable contribution to the program. It was a strong and stimulating discussion of the question as to what omissions are advisable in present courses of study, and what should be the basis for the same. A summary of the paper will be published in these col-

umns at an early date. The keynote was "utility" in the broader sense approaching the idea of social service. Dr. McMurry courageously set forth his views as to what incumbrances exist in present day curricula and how they should be disposed of. It was evident that his fundamental idea of selection was not a final one, for it fell somewhat short of the ideal of social efficiency. Nevertheless the paper was an honest attempt to build a course of study for elementary schools upon solid ground, disregarding the ecstasies of pedagogic psychologists and the *pacta nuda* which ethicists have tried to make with the organizers of curricula. The aim was to give voice to the demands of the everyday world without, and to the wishes of the plain people who maintain the schools.

Frank McMurry's paper was noteworthy, too, for the revelation of its author's growth of insight into the true inwardness of school education. He has at last gotten Herbart under his feet, with all that conquest means. The bonds of the Jena school of Herbart-Zillerism which tutored him seem to be broken. He has come out as an independent thinker. If petulant critics have been able to discover a few weaknesses here and there in his first flight in the open, they cannot deny the gain to American education. He has risen above the sectarian aprioristics embodied in the pedagogic creeds of the managers of the National Society for the Scientific Study of Education. The departure was further emphasized when Professor Charles De Garmo rose in discussion and reminded him of the psychologic ways of the fathers and their fealty to the ideal of a moral-religious character nourished and sustained by the equilibrium of a many-sided interest.

#### Simplified Spelling Endorsed Again.

The most exciting event of the meeting was the adoption of the following report of the special committee appointed last year to report to the Department of Superintendence what action the Department can wisely take to co-operate with the State Associations of Illinois and Wisconsin to promote the cause of simplified spelling:

##### To the Department of Superintendence:

Your committee finds the philological scholarship of the world in perfect accord with the experience of teachers as to the need and desirability of rationalizing our spelling. The memorials addressed to this Department by the State Associations of Illinois, Wisconsin, and Minnesota propose a plan which it seems to us the N. E. A. can most wisely adopt with a view to permanently placing this movement under auspices which, while effectively fostering it, will as effectively guard it against all radical and unwise steps. Therefore we recommend the adoption of the following resolutions by a separate vote on each:

Resolved—1. That the Department of Superintendence approves the first of the resolutions addressed to it by the State Teachers' Associations of Illinois, Wisconsin, and Minnesota, and respectfully requests the Board of Directors to appoint a permanent, self-perpetuating committee of thirty prominent citizens in different walks of life, particularly scholars and educators, and representing the various sections of the country, to head the movement for simplifying our spelling and to promote its interests in all ways which they find feasible and deem wise.

2. That the Department of Superintendence approves the second of the resolutions addressed to it by the State Associations of Illinois, Wisconsin, and Minnesota, and respectfully requests the Committee on Investigations and Appropriations of the National Council to recommend to the Board of Directors, and the Department respectfully asks said Board to make the appropriation of \$2,000 a year for five years for the use of the above Committee, to be paid to it semi-annually, each payment to equal such a total sum as shall have been paid for the same purpose within the preceding six months, to the treasurer of said Committee by any individuals, teachers' associations, or other organizations, the amount paid by the N. E. A. never to exceed \$2,000 in any one year, and never to exceed the sum contributed from outside sources during the previous six months.

##### Respectfully Submitted

W. H. ELSON, Chairman, (Supt. Grand Rapids, Mich.)  
EDWIN B. COX, (Supt. Xenia, Ohio.)  
C. N. KENDALL, (Supt. Indianapolis, Ind.)  
F. T. OLDY, (Supt. Dubuque, Iowa.)  
A. W. RANKIN, (State Inspector of Schools, Minneapolis.)

John MacDonald, sturdy, conservative Scotchman that he is, opposed the propositions with all his might. He cited Scripture, appealed to Shakespeare and Milton, drew on mathematics, roasted "the college magazines," objected to the dragging in of the illustrious dead by the advocates of spelling reform. Reuben Post Halleck clubbed in with him. But it was all of no avail.

E. O. Vaile was undaunted. Irony and satire were no arguments. He stood firm on the ground that scholarship and the most advanced thought of the age demanded the reform. The N. E. A., he showed, was pledged "to promote the cause of popular education," and the simplification of spelling belonged pre-eminently in this category. The N. E. A. has supplied funds to furnish prizes for essays on school-room ventilation, to reinforce the Bureau of Education, etc., it ought to be equally liberal in the support of this present movement.

Dr. Balliet endorsed the report of the committee. The reform, he admitted, was bound to be slow, but that was all the more reason why it should be inaugurated without further delay.

The resolution for the appointment of the committee of thirty was carried by a vote of 116 to 28. The resolution in favor of the appropriation went on record with a vote of 94 to 38.

There is no longer any doubt that the Department of Superintendence is fully committed to the simplification of spelling. The opponents turned out in force determined to crush the movement. But they failed to carry their plan into effect. Whatever explanation the defeated party may offer for its weakness at the crucial moment, it must admit that it is beaten. Majority rule must prevail. Now that the Department has asked in unmistakable terms for a definite appropriation for the fostering of rational spelling reform, the members of the Board of Directors of the N. E. A. are in duty bound to grant the request. There is no excuse whatever for withholding the grant under the existing conditions. There are sufficient funds in the treasury. The Department of Superintendence represents the most thoughtful, most cautious, and most responsible portion of the N. E. A. membership. The spelling reform question was made a special order of business, entered upon the printed program and taken up at the appointed hour. The vote was carried by a decisive majority. There is no getting away from these facts. Whatever the individual preferences of the Directors may be, here is a matter which must be treated impersonally.

#### Education at the Universal Exposition.

In describing the outlook of the educational exhibit at the St. Louis exposition, Chief Howard J. Rogers said that thirty states will be represented and all the principal universities, such as Harvard, Yale, Columbia, Cornell, Johns Hopkins, Chicago, Michigan, Wisconsin, Illinois, etc.

Among the foreign nations participating are England, France, Germany, Russia, Italy, Sweden, Belgium, Japan, China, Mexico, Cuba, Brazil, and Argentina.

Every foot of space in the seven-acre building devoted to education has been allotted, and the greater part of the installation is now under way.

The object of the educational exhibit, Mr. Rogers said, is a two-fold one, first to secure a comparative exhibit from every country in the world; second, to secure a comprehensive exhibit of every phase of educational effort in this country.

Dr. William T. Harris described the character of the educational exhibit to be made by the United States government. These will be largely charts, he said, illustrating various educational systems. Comparative tables showing European and American systems will be a valuable feature. Models of the different styles of school architecture will be exhibited. The evolution of mechanical and agricultural colleges will be described. Mono-

graphs and leaflets will deal with a number of other interesting topics. Comparative studies and diagrams illustrating the historic trend of education will form the central attraction.

Supt. F. Louis Soldan outlined in an interesting and forcible manner the comprehensive school exhibit planned by the city of St. Louis. Everything of a merely decorative character will be avoided, except as it bears directly on actual school-room work and method. The architectural exhibit will be planned with a view to giving a vivid picture of the development along lines of educational utility. Tangible illustration of actual practice will be the thing most carefully looked after. Charts of comparative statistics will be a prominent feature.

Associate Supt. Andrew D. Edson, of New York, said that the exhibit of his city would illustrate processes rather than results. There will be written work, photographs, and architectural models.

#### Increased Efficiency of Rural Schools.

At the Round Table Session of State and County Superintendents State Supt. Arthur Lefevre, of Texas, discussed the question how to increase the efficiency of rural schools. He argued in favor of the consolidation of small schools wherever local conditions are suitable. Formation of effective public opinion should precede consolidation. Compulsory laws should be avoided. Simply break the shackles and let the rural schools be permitted to help themselves by consolidation and local taxation where the majority of citizens are so disposed. Inform the people of assured facts in order that they may learn what the most satisfactory way is.

Mr. Lefevre gave as one reason for consolidation the means afforded for suitable studies in subjects relating to agriculture with teachers capable of offering such instruction. The one advantage which, he believed, the old-fashioned rural school has enjoyed is represented by the fact that pupils there fitted to enter high schools, have been prepared in much less time than the eight years of the city elementary school.

As regards higher standards in the employment of teachers, Mr. Lefevre held that two things are necessary: a right discrimination on the part of those who select teachers, and money to pay them. Effective measures are those which will preclude incompetent trustees. Moreover there is needed expert supervision not so much for the prescription of courses of study as for the testing of results and the increase of the efficiency of teachers.

#### The Choice of Teachers.

Mr. M. L. Brittain, of Atlanta, Ga., said that proper discrimination in the selection of teachers necessarily requires adequate qualification on the part of county superintendents and boards of education. If these people are ignorant and incompetent there is little hope for good teachers except by merest chance. It seems only reasonable to require these officers, certainly the superintendents, to have the same educational qualification required of the teachers. There is a custom in vogue in most of our rural schools of leaving the nomination and practically the selection of teachers to a few patrons designated as local trustees. Where there is not enough public spirit to furnish local aid to the school fund these petty local boards are frequently a drawback and hindrance to the work. Some one in the body nearly always has some poor relation for whom support must be provided and the school furnishes an excellent opportunity to give Aunt Jane a position whether she is competent to fill it or not. There is an instance on record where a most embarrassing situation developed when a member of one of these petty boards had a son, another a daughter, and a third a niece, all applying for the same position. The duty of selecting teachers for the county schools falls properly upon the superintendent and the regular county board. To secure a higher standard in the employment of teachers, Mr. Brittain added, better pay must be offered to properly-trained teachers. Hu-



man nature is much the same in all callings; it cannot be expected that a teacher will long be willing to work for a small salary after having spent time and money in preparing for the work.

(To be continued.)

### Dr. Maxwell Re-elected.

The practically unanimous election of Dr. Maxwell as superintendent of the New York city schools ought to put an effectual quietus upon the wasteful bickerings that have been going on in the system for many months. The best thing to do now is for the principals of the city to get together as they were wont to do in Brooklyn, and to unite upon definite measures to place before the superintendent for consideration. Dr. Ettinger, with tried lieutenants to help him, could perfect an organization that would command the attention of the administration. The present tendency to bureaucracy would soon be checked and many needed reforms gotten under way by a strong union of this kind. Anglo-Saxon ways of doing things are the best. Never mind the past. That is past. Organize and win the future!

### Unified at Last.

New York has at last adopted a sensible scheme for unifying the educational work of the state. Hereafter there will be eleven regents, one elected each year, with definitely fixed terms of office, in charge of public instruction in all its departments. A Commissioner of Education with a salary of \$7,500 a year and an expense allowance of \$1,500, will be the executive head of the system. The first commissioner is to be elected by the legislature for a term of six years, and is to take office on April 1, next. His successors will be appointed by the board of regents. The offices of state superintendent of public instruction and secretary of the board of regents are abolished. But there will be deputies and heads of departments under the Commissioner. The regents retain full powers, as heretofore, in relation to colleges, universities, professional and technical schools, libraries, museums, university extension courses, and similar agencies.

Prin. Andrew S. Draper, of the University of Illinois, is most prominently mentioned for the office of first State Commissioner of Education.

### The Heavens in March.

During this month astronomical events follow each other in rapid succession. The most important is due to the sun, which on the twentieth comes across the line once more. It then enters the sign of Aries at what is called the vernal equinox, and spring, speaking astronomically, begins at that time.

Another important change takes place in the heavens during March. Even the earliest observers of the stars could hardly have failed to notice that the constellations visible at night varied with the seasons of the year. For instance, the constellation of Orion, the beautiful evening star of winter nights, becomes invisible in the summer, and his place is taken by different stars. So it is with other constellations, and March seems to be a beginning time for these changes.

During the month we are treated to five phases of the moon, as there are two full moons. The phase of the last quarter occurs on the eighth. On the seventeenth we have a new moon, which reaches its first quartering on the twenty-fourth and fulls on the thirty-first.

There is to be an eclipse of the sun on the sixteenth, but it will not be visible in the United States. Venus and Saturn will appear almost to touch each other on the seventh as they pass, the former moving toward the sun and the latter proceeding in the opposite direction. As these planets rise some two hours ahead of the sun,

it is apparent how great progress Saturn has made since he left the evening sky. On the thirteenth, Saturn and the moon are in conjunction, while fifteen hours later on the same day the moon passes Venus.

On the ninth, Uranus and the moon come as close together as they do at all this month. This is not a particularly interesting occurrence. The planet when discernible does not shine with greater power than a star of the sixth magnitude, and then to find him the night must be exceptionally clear.

On the sixteenth, Mercury and the moon come fairly within each other's range and on the twenty-sixth the planet is in conjunction with the moon. On the same day Mercury and Jupiter are in close contact. Mars and the moon are very close together on the eighteenth, the day following a similar meeting between the latter and Jupiter. While Jupiter reaches conjunction with the sun on the twenty-seventh, it takes Mars until May 30 to reach the same goal, so very slow is his movement. Neptune reaches the position of quadrature on the twenty-third, on his way toward conjunction, and so we have him as an evening star for some little time to come.

The hours of daylight increase appreciably during the thirty-one days of March. On the first day of the month the sun rose at thirty-three minutes after six and disappeared from view at six minutes before six. On the last day the sun will rise at thirteen minutes before six and set at twenty-two minutes after six. This gives an increase of approximately an hour and a quarter of sunlight.

### Moral Instruction in New York.

A bill is before the New York legislature to provide for the teaching of morality in the public schools. In all schools, wholly or in part supported by the state or under state control, instruction in the principles of morality shall be given as thoroly as in any branch of learning. The pupils are to be taught with suitable text-books, in not less than four lessons a week for ten weeks, or its equivalent, during every school year, and must pass satisfactory examinations as in other studies.

In all normal schools, normal colleges, teachers' training classes, and teachers' institutes adequate time and attention must be given to instruction in the best method of teaching this branch, and no teacher will be licensed who has not passed a satisfactory examination on this subject and the best method of teaching it. The wilful refusal of a teacher to teach the subject shall result in the revocation of her license. No public money is to be apportioned to any school, not following out the provisions of this law.

### Coming Meetings.

March 9-10.—Department of City and Borough Superintendents of Pennsylvania, at Norristown. J. K. Gotwals, Norristown, president.

March 11-12.—Association of History Teachers of the Middle States and Maryland, at Philadelphia, Pa. Prof. Lucy M. Salmon, Vassar college, president; Dr. Edward H. Castle, Teachers college, secretary.

March 13-April 2.—Southeastern Iowa Teachers' Association, at Muscatine. F. M. Fultz, Burlington, president; Miss Laura Fitch, Chariton, secretary.

March 25-26.—Central Illinois Teachers' Association at Danville. Prin. F. D. Thompson, Galesburg High school, president.

March 27.—Music Department of the New Jersey State Teachers' Association, in the lecture room of Public Library, Newark, N. J. John Tagg, president.

March 30-April 1.—North Nebraska Teachers' Association, at Columbus. M. R. Snodgrass, Wayne, president; Irma Martindale Pierce, secretary.

Central Nebraska Teachers' Association, E. C. Bishop, Lincoln, president; Miss Shick, Grand Island, secretary.

Southeastern Nebraska Educational Association, at Peru. George Crocker, Falls City, president; Angie Irwin, Tecumseh, secretary.

March 31, April 1 and 2.—Eastern Commercial Teachers' Association, New York university, Washington square, New York city. H. M. Rowe, Baltimore, Md., president.



## School Equipment and the Educational Trade.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Artificial Light in Schools.

As our schools tend more and more to reach the ideal of continuous employment of the buildings, the question of artificial lighting becomes an extremely important one. Heretofore the presence of artificial lighting facilities in school has been comparatively insignificant, the only use found for them being on extremely dark days. In fact in many buildings, except in one or two rooms, no artificial light has ever been provided. Obviously the problem of lighting a school-room satisfactorily is no easy one to meet, and school architects have given it too little attention.

Three things are necessary to produce satisfactory results—sufficient illumination, steadiness of light, and as little vitiation of the air as possible. In addition the light should be absolutely without color. Any trace of color will lessen the contrast between the black and white of printing or writing, thus producing visual fatigue.

For country schools usually there is no other light than the oil lamp that is practicable. The recent improvements in the methods of using acetylene gas, which can be installed at a comparatively low cost, offer an alternative. The usual form of oil lamps found in the country are unsatisfactory means of lighting. They do not give out sufficient illuminating units, the odor is unpleasant, while the greatest objection is the shadow of the body of the lamp itself. The best form of oil lamp is not an old-fashioned wick burner but one which gives a white light similar to an incandescent burner. In such lamps the heat of the lamp is used to raise the temperature of the incoming air, and to volatilize the oil. By this means an intense light is produced, which has the further advantage that the strongest light is thrown downward. In most towns and cities gas is the common method of lighting, but as ordinarily installed, with flaring jets, is an exceedingly unsatisfactory form of illumination. The light is yellow and unsteady, the combustion often imperfect, thus causing unhealthy fumes, and thru the pressure being uneven it is extremely difficult to regulate. In order to regulate the pressure governors are commonly employed and in the case of the Welsbach burners where regularity of pressure is essential they should be used at each light. There are many forms of governors, the only thing necessary in their use being to keep them free from dirt and dust. This is a point generally neglected.

The ordinary gas burner should never be installed in the school of to-day. An Argand burner gives a better light than the ordinary burner, altho the necessity of having a chimney for each light and the heat evolved render it rather unsatisfactory.

The burner of the type called a regenerative burner gives a good light. These burners are based on the principle that by increasing the temperature of the illuminating flame, the intensity of the light given out is raised proportionately. The heat of the lamp itself is utilized to raise the temperature of the air before it is allowed to come in contact with the flame. Such burners give about three times the light of an ordinary burner and are used extensively in Germany.

The Welsbach burner gives a brilliant incandescent light. It has been brought to a high state of perfection, and while giving a powerful light is economical in the amount of gas used. A further advantage is that owing to the high temperature in the lamp, the combustion is more complete and the air is less vitiated. One trouble with the use of this burner in schools is that the mantles are fragile and are liable to be broken by the jars of the school-room.

During the past few years acetylene gas has come into use as an illuminant, and there is no great reason why it should not find its way into the schools. The gas is produced by the addition of water to calcium carbide in a solid condition. In a pure state it is not dangerous, but when mixed with ordinary air it is a dangerous compound. With care and a good generating apparatus, however, there is little more risk in using it than in that of the ordinary coal gas. It gives a brilliant white light of great intensity and of high lighting power. The cost of this gas is probably, with the best plants, about the same as ordinary gas furnished in a small city or large town.

In spite of the many virtues of electricity it is not ideal, as it is difficult to arrange so as to light a class-room satisfactorily. Among its advantages are its great immunity from danger of fire, absence of heat or vitiating effects, steadiness of light, ease of control, and freedom from dirt. The light, however, has a tendency to be yellow and the filament in the bulb often casts a shadow on a book immediately under it.

Most of the complaints against the electric light arise from the use of lamps of too low a candle power, or an insufficient supply of lamps. In arranging electric lights in a school it should be borne in mind that an electric light does

not have a great power of diffusion. A school-room should have a large number of lamps of good candle-power hung somewhere near the desks.

Shades and globes may be used for the sake of producing a greater diffusion of light, or to prevent the irritation caused by the naked flame of any great degree of intensity. If the shades throw the light rays down, the illumination is better than an open flame. A clear glass shade will increase the light downwards six per cent., ground glass about nine per cent., while opal globes will increase it as much as twenty per cent. The Holophane globe, made of clear glass, with prisms outside running horizontally and vertically inside, largely increases the amount of light on the desks.

The amount of light required for sufficient illumination is hard to determine. The diffusion has an important bearing upon this question. This is due to the fact that where light is too strong the pupils of the eyes involuntarily contract. For this reason a frosted electric light will, under certain conditions, give better service than one under clear glass. At any rate as far as possible unprotected lights should be banished from the school.

The amount of lighting necessary is dependent, to a large extent, upon the color of the walls. Yellow walls reflect almost twice as much light as blue, which reflects twice as much as brown. A clean wall reflects twice as much light as a dirty one. In arranging lights it is not wise, as is commonly the case, to fix them systematically over the ceiling. In that case much of the light is wasted. In Germany great care is usually taken to concentrate the light over the desks, and to make it come from the left to correspond with the light during the day. A special light arranged to illuminate the blackboard is an excellent idea.

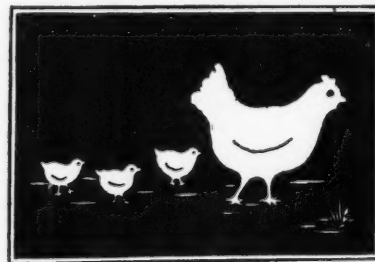
Most authorities agree that the amount of candle-power to light the average school-room well is 300 candle-power for every 1,000 square feet of floor space. With electricity it should not be less than gas. A sixteen candle-power lamp to every fifty square feet of floor space will give a satisfactory illumination.

In Germany a most interesting set of experiments has been made with indirect lighting. The light is thrown on the ceiling, and is so reflected in a pleasant and diffused form all over the room. It is necessary of course to have an exceedingly strong light. An electric arc is usually employed to ensure there being sufficient light for work.

The problem of lighting a school-room either by day or night is a grave one, which is fortunately better understood now than formerly. A close observation of a large number of evening schools leads, however, to a thoro belief that the principles of correct lighting by artificial means needs a better and complete understanding.

### Hand Training in the School.

The center of school life is the growing child, needing nourishment along the lines of several activities. He cannot learn or be developed in the best sense by merely conning books; he must express the thing learned in some manual work. This is the doctrine on which much of the present school work is based. To those who do not understand the idea behind this work the school curriculum often seems too crowded already, but the right kind of hand training stands

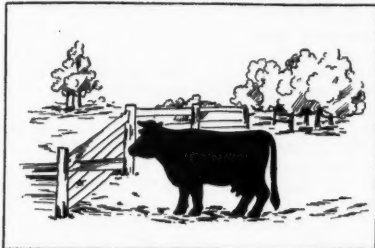


as an unrivaled interpreter of the more abstract subject.

Now, in all our schools the teacher has so much to do that any extra bit of work is a tremendous burden, and so hand training work is often neglected. To meet this difficulty the Rohde Kindergarten Supply Company, of Milwaukee, Wis., have published some patterns which will be found helpful and practical by every kindergarten and primary teacher. They are the best material for kindergarten hand work which we have seen so far. These patterns, which are called the "Johnson Poster Patterns," have been prepared by Miss Georgia F. Johnson, director of the model kindergarten of the Whitewater, Wis., Normal school, and are the develop-

ment of her own experience. Miss Johnson explains her idea in preparing this series as follows:

"I often found it difficult, if not almost impossible, to find patterns necessary for use based on the interests fundamental to the child. Knowing that other teachers using hand work might meet the same difficulty I have published these patterns. Each set consists of patterns that I have used most often and used most successfully in my work." As the



practical result of school work we can indorse them for use in any school. They furnish the proper accompaniment for nature lessons, talks on geography, travel, trades, industries, seasons, home life, and holiday work.

These patterns are arranged in three sets: "Animal," "Bird and Fowl," and "Flower and Fruit." Each set consists of nine figures, about five inches square, mounted on cards. By cutting on the marked outline the child has a pattern with which to make his own figures by tracing on paper and cardboard, around the edge of pattern, and then cutting, painting, sewing, or using his crayon as is desired. The variety of uses is almost unlimited and the method always simple. The animal set consists of patterns of the cow, horse, pig, sheep, dog, squirrel, rabbit, camel, and

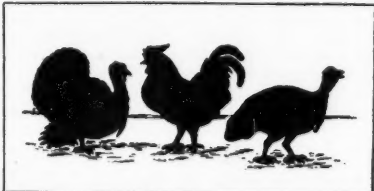


reindeer. The bird and fowl set has a hen, chicken, rooster, duck, turkey, grouper, robin, bluebird, and a woodpecker. For flowers and fruits we have a daisy, clover, poppy, nasturtium, Easter lily, apple, pear, peach, and banana—all familiar objects.

A few concrete examples may give an idea of how adapted these posters are for school work. The accompanying illustrations give an excellent idea of their charming character.

The device of taking a class on a journey by telling a story is a common one. If some handwork is used the important points will become fixed in the children's minds much better than could be accomplished otherwise. With these patterns it would be an excellent idea to give them some animal or flower that they might have seen on the way, and a colored pencil, or brush and paint, and then the little hands will soon transform the skeleton picture into one full of meaning.

Again, in correlating nature lessons and hand work the



Johnson Poster Patterns offer an unusual opportunity. In construction work the child may show the relation or rank of animals to men. At this season of the year, when the birds are returning, a bird book is easily made. By taking the patterns and coloring material the child can show how clearly he appreciates what he has seen or heard.

In addition to painting, crayon, cutting, poster, and construction work, the simple outline of the patterns easily adapts them for picture sewing. A pattern may be placed on several blank cards, and, with a sewing card perforator, several sewing cards may be made from one pattern. The selections of the subjects of the patterns, as well as the variety of ways of using them, especially adjusts them to the all-the-year-round needs of the school. These patterns form a valuable addition to the many excellent devices which the Rohde Kindergarten Supply Company already has origi-

nated for this kind of work. They have been tested thoroughly and found especially adapted for hand training and an easy means of expression for the child.

### A Typewriter for Schools.

The typewriter as an article of school equipment is a development of only the last few years. As a result school authorities are often at a loss to know what machine to choose for the school work, being a trifle bewildered by the claims of the rival makers. It is a safe rule to get a machine with an established reputation. Among modern and up-to-date machines of this character which is strongly commended by typewriter experts is the Oliver. The fact that its sales have increased several hundred per cent. within a few months is evidence of the reputation which it bears and the work that it does.

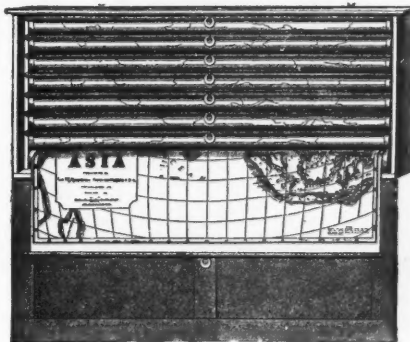
The Oliver typewriter is the standard visible machine, and it may be remarked that the visible form of writing machine is always suited to school use. Every character is in plain sight as soon as the key is struck. Again it is simple and durable, qualities which especially recommend it to teachers of typewriting. The U-shaped type bar of the Oliver secures perfect and rigid alignment, and at the same time the heaviest manifold or duplicating power. The spacing is automatic and the keyboard, a wonderful bit of concentration, contains eighty-four characters on twenty-eight keys. Its speed is sufficient for the most expert operators, obviating one difficulty in the ordinary visible machine.

The demand for practical knowledge is increasing among high school pupils and their parents. In many places this is being met, and during the next few months a large number of schools will add commercial subjects to their courses of study. Stenography and typewriting are practical, useful, and demanded subjects, and a larger number of typewriters will be placed in schools before next September than during any previous period of the same length of time. During the past few years the Oliver machines have acquired an immense popularity, and great numbers of them are in use in the schools to-day. It is natural to expect that in view of these facts wise school officials will thoroughly investigate the facts and merits of the Oliver typewriter. These may be obtained at any Oliver Typewriter Company office, or at the home office, 156 Wabash avenue, Chicago.

### School Maps.

The necessity and advisability of every school having up-to-date maps was thoroughly set forth in these columns last month. Particular emphasis was laid on the necessity for purchasing a set of wall maps for each room. One of the best series of wall maps to be found, combining every quality which is demanded in school use is "The World Series," published by the A. Flanagan Company, 266 Wabash avenue, Chicago.

This is one of the most complete, ornate, and substantial series published. The engraving is such that all the appearance is bold, clear, and striking. The maps are revised, up-



The World Series.

to-date, and authentic, showing the latest geographical discoveries and political changes in every part of the world. Each year marks an epoch in the development of our civilization, and as we expand geographically every detail is developed in this series—said to be the only strictly American maps made. Like most American manufactured articles these productions are extremely practical for every-day school use. The outlines of countries and states are so distinctly shown as to be easily seen across the largest school-room. The meridians are numbered from Greenwich and from Washington.

The series includes maps of the following countries: Western Hemisphere, Eastern Hemisphere, North America, South America, United States, Canada, Mexico, Europe, Asia, and Africa. A particularly attractive feature is that the price is so low that they are within the reach of any school district.

When a map series of this character is available at such a



reasonable cost, it is the more exasperating to hear of badly needed school funds expended for worthless charts or trivial equipment. The sharper, dealing in so-called school supplies, is still abroad, and each one is an added reason why reliable firms only should be dealt with. The A. Flanagan Company has too broad and well established a reputation to need any words of commendation. In educational equipment of all kinds this company carries supplies adapted to the use of the largest or most humble school. The series of school maps is an illustration of the high grade and at the same time inexpensive school equipment which this house supplies.

#### Chemical Supplies.

At this time of year the far-sighted buyers of school supplies are beginning to contract for what their schools will need on opening next September. Among the items which occasion difficulty in many towns is that of procuring chemical supplies. The local shops usually have no apparatus at all, and their chemicals are often costly and of poor quality. Among the oldest and most important of the chemical supply houses is that of Eimer & Amend, 205-211 Third avenue, New York city. This house has a long and well-established reputation as manufacturers and importers of the highest quality of chemicals, and chemical and physical apparatus. Their stamp of "C. P." on any chemical is recognized as a warranty that it will prove to be a pure reagent.

The advisability of procuring only pure chemicals for laboratory work is understood by the teachers, but too often the purchasing agent does not buy such. The result is that pupils and teachers waste time over combinations that produce unsatisfactory results. It is short-sighted policy and poor economy not to buy the best of chemical products. Many of the leading universities, technical, and preparatory schools have long since realized the excellence of the products furnished by Eimer & Amend, so that their trade is very large.

#### A New Pencil Sharpener.

A new pencil sharpener called the "Climax" has been placed on the market by J. M. Olcott & Company, of Chicago and New York. The manufacturers claim that this machine is absolutely perfect. It embodies several valuable features which are possessed by no other sharpener on the



market. Among these features are freedom from dust, absence of noise, speed, simplicity, and neatness.

One feature which makes it particularly serviceable in schools is, that it can be adjusted to cut fast or slow, so that half a dozen turns of the crank will sharpen a new pencil. With each turn of the crank fifty-six shavings, each as fine as a hair, are cut off the pencil. One of the prime causes of the unsatisfactory results produced by most pencil sharpeners, the breaking of points, has been obviated in the "Climax." This has been done by a sheath-like arrangement in which the pencil is inserted. The sheath encompasses the pencil around five-sixths of its circumference, thus furnishing ample resistance opposite the cutting knife, so that the breaking of the point is an impossibility.

In reading about a new pencil sharpener there is naturally some hesitancy in accepting the manufacturers' statements. Nearly all sharpeners have failed in the past, and, as a result, people who would really like to have a perfect machine are skeptical. For such, and all others interested in this new piece of equipment, we commend to their attention the ad-

vertisement of the manufacturers which appears in this issue. They offer to send a machine to any address on ten days' trial, to be returned at their expense if it does not give perfect satisfaction. This is a most generous offer and the educational world is to be congratulated on getting such an offer from so reliable a firm as J. M. Olcott & Company. Their name alone is sufficient guarantee that this new machine is something out of the ordinary and worth investigation.

#### A School of Correspondence.

A comparatively new development in the way of educational machinery is the correspondence school. As has often happened with what is new, the scope of correspondence work has been carried to ludicrous extremes. Some of the institutions have offered to turn out graduates fitted to do anything and everything in all kinds of occupations. For a modest sum they have been ready to train a Hebrew scholar or motorman in three months, at least so their advertisements read. At the present time the absurdities are beginning to disappear and the truths which are contained in the idea of the correspondence school are being recognized. The result will be that such schools will occupy their natural field and produce results commensurate with human possibilities.

The basis upon which the correspondence school is founded is that by regular and systematic study a person may with sufficient guidance, accomplish a large amount of systematic work and acquire information which is desirable for general culture purposes or to meet some examination requirements. One school which fully realizes the legitimate possibilities of this form of educational institution is the Interstate School of Correspondence, 378-392 Wabash avenue, Chicago, Ill. This school is affiliated with Northwestern university, which gives it opportunities and advantages possessed by few similar institutions. The text matter in the correspondence courses is prepared by members of the university faculty. The instructors are all college or university graduates. The affiliation with the university enables the pupils of the "Interstate" school to secure for work done in its courses entrance credits to the freshman class of the university without examination. The school gives courses in Latin, literature, English, algebra, geometry, physics, botany, pharmacy, shorthand, typewriting, business subjects, and twenty-two normal school branches. Many of the courses will be found exceedingly helpful and profitable for teachers.

#### Photo-Relief Maps.

Effingham Wilson, of the Royal Exchange, London, announces a new series of photo-relief maps. These embrace all the physical and political features of the world, the former being reproduced from actual models by an entirely new process by E. A. Mackenzie, the famous geographical expert and map specialist. The result attained, as shown by various samples, is unique. The maps charm the eye and at the same time they instruct the mind.

While the teaching of geography has vastly increased in importance of late, there has been no corresponding advance in the production of maps, which are so essential to its success.

The new series aims at the removal of this neglect, and the finished products show that the efforts have not been in vain. The photo-relief method of representing the land surface, giving the nearest approach to actuality, is taken at the basis. Then the adoption of an entirely new process in transferring the impression from the photographic plate to stone, a crisp pearly texture is imparted to the whole of the land surface and to the mountain shadows, the effect of which is heightened further by being printed in a warm sepia tint. The white throwing up the river courses, which like the ocean are left uncolored, imparts to the other physical features that brilliant picturesqueness which is so distinguishing a feature of this series. The sepia tint is purposely kept low to allow the variously colored political divisions to stand out with due prominence.

These have to be seen to be thoroughly appreciated. They certainly are unique in the annals of map production for the schools.

#### An Admirable Chemical Catalog.

From time to time some of the supply houses publish catalogs which, from the excellence and scientific character of the work, are worthy of more than ordinary notice. Such a one has just appeared bearing the imprint of George D. Feidt & Company, 528 Arch street, Philadelphia, successor to Bullock & Crenshaw. This catalog gives a complete description of everything available in the line of chemical and pharmaceutical apparatus. The teachers who have learned the value of a good publication of this kind in the laboratory should add this volume to their list as one of the best. It is extremely well arranged, the alphabetical method of sub-arrangement proving most satisfactory. A full index, with cross references, permits any article to be located at once.

This well-known and highly reliable house imports the best quality of apparatus procurable abroad, and such articles of domestic manufacture as they keep in stock are selected in view of their superior design and finish.



## The Educational Trade Field.

The Virginia state text-book commission has adjourned to reconvene on March 17. It is anticipated that the announcement of the approved list of books will be made at that time. Such a complicated system of selecting text-books has been adopted that the campaign has lost the interest and importance which it was expected to have. It now seems probable that the adoptions will drag out to a tedious extent, and that the final decision in many counties will not be reached until the summer months.

The Indiana Text-Book commission will meet next week, and will, in all probability, make some important announcements. For a campaign that was generally expected to be of little interest the Indiana one has developed startling importance. Some publishers failed to realize what was going on in the "Hoosier" state, and it is rumored that some surprises are in store when the award of contracts shall be announced.

Missouri is to vote next fall on a constitutional amendment providing free text-books thruout the state. According to reports from various sources the passage of the bill seems assured.

The Georgia State Text-Book commission insisted when the recent adoptions were made, that any fifth reading book adopted would have to include the speech made by Jefferson Davis on his withdrawal from the United States senate.

George W. Duncan is still the Alabama agent of the University Publishing Company, with his headquarters at Auburn. He is one of the most popular and able bookmen in that field.

John Bacon, who has, until recently, represented Dana Estes & Company, is now with Little, Brown & Company. Just at present he is in New York, but in a few weeks is to go West.

Mr. William L. Cummings is now connected with the Boston office of the Milton Bradley Company.

The New York Life Insurance Company has taken another from the list of bookmen. This is J. M. Eppstein, of the American Book Company.

The bookmen who travel over the state of Ohio are certainly a fine appearing body of men. The *Ohio Educational Monthly* has recently favored the teachers of the Buckeye state with portraits of their "educational missionaries." The following list of representatives of publishers shows that Ohio is to be congratulated on its body of bookmen. American Book Company—J. H. Rowland, G. K. Lyons, C. F. Stearns, A. M. Dodderer, C. T. McCoy, R. W. Kittrell, and T. D. Douthitt; Ginn & Company—C. P. Parkhurst, W. C. Ginn, Stuart Eagleson, E. E. Richards, and J. W. Carnahan; The Macmillan Company—E. B. Stevens; D. Appleton & Company—J. A. Harlor; Silver, Burdett, & Company—J. W. Davis; D. C. Heath & Company—B. E. Richardson and E. W. Avery.

Mr. C. T. Nichols, who formerly represented the Macmillan Company, is now in charge of the correspondence department of Silver, Burdett & Company. Mr. Nichols is well and favorably known among the educators of Southern New England and Ohio. His many friends will wish him success in his new field.

During the recent convention at Atlanta, A. I. Branham, of the American Book Company, received many congratulations for his work in the recent Georgia campaign. Mr. Branham is the high school and college agent of his company in Georgia, South and North Carolina, and Virginia.

It is announced that Mr. D. M. Lord will retire from the firm of Lord & Thomas, the old established advertising agency of New York and Chicago. He will be succeeded by C. R. Erwin and A. D. Lasker. This is one of the oldest and most reliable concerns in the country. Mr. A. L. Thomas will remain at the head of the business, which insures such continuance of the former policies of the concern as have brought success. Mr. C. R. Erwin is to be vice-president and Mr. Lasker the secretary and treasurer of the company.

The Joseph Dixon Crucible Company will be unable to have an exhibit at the St. Louis exposition. The business of the Dixon Company has been so great during the winter months that the entire force has been compelled to give its attention to the details, and so all idea of preparing a suitable exhibit has had to be abandoned.

The publishers in New York are all pleased at the election of Patrick Jones as superintendent of school supplies for six years from March 6. They regard Mr. Jones as a man of ability, sterling honesty, and extreme fairness, qualities which are necessary in the trying position of superintendent for all materials used in the schools of this metropolis. There has been considerable guess work going on as to what the final disposition of the office would be, and there is a general feeling of relief that Mr. Jones has obtained the position permanently. It means a business administration on a business basis.

The great Baltimore fire destroyed the buildings occupied by the Cushing Company, the well-known stationers, and the William J. C. Dulany Company, who are large producers of blank books as well as dealers in books of all kinds. The Cushing Company has obtained temporary quarters at 327 North Calvert street, where they are now ready to do business.

The William C. Dulany Company seems to be particularly unfortunate, as this was their second fire within a month. Only their store on East Baltimore street was destroyed. Their factory, containing their printing plant, at North and Pleasant streets, is intact, and they are working day and night on orders for printing, blank books, etc. They will rebuild on the old site, at No. 8 Baltimore street, East, as soon as possible.

Fires have been particularly numerous among the educational trade people during the past month. In addition to the losses in Baltimore the big plant of the F. W. Devoe & C. C. Reynolds Company, Brooklyn, has been destroyed. The plant occupied the greater part of the block bounded by John, Plymouth, and Gold streets, and Hudson avenue. The factory faced on John street, where it was five stories in height, and extended back to Plymouth street, where it was three stories high. The building was completely burned, causing a loss of \$350,000 on which there was insurance of \$240,000.

The company has already secured temporary offices on Gold street, the ruins have been cleared away to some extent, and the re-building of the factory has been commenced. The plans call for a building similar to the one destroyed.

The F. W. Devoe & C. C. Reynolds Company is well known thruout the educational trade field for its excellent material for use in art work. It is good news to hear of the energy and ability with which the company has gone to work to recover from the effects of this unfortunate blow.

The building now going up on the site of the Young Men's Christian Association building, at the southwest corner of Fourth avenue and Twenty-third street, is to house a number of publishers. Among them will be the S. S. McClure Company, the Funk & Wagnalls Company, and Maynard, Merrill & Company. This goes to show how far from settled the locality for the publishing houses is. Numerous prominent men in the trade have predicted that Forty-second street and the new library would attract the publishers, but the movement seems to be in the locality bounded by Washington square, Twenty-third street, and Fourth and Fifth avenues. Three such prominent firms in one building will make it an extremely important locality in publishing circles.

Hinds and Noble, of 31 35 West Fifteenth street, New York city, have secured control and will hereafter publish the following books previously published by the Indiana Publishing Company: Rigdon's "English Grammar," "English Grammar for Common Schools," and "Grammar of the English Sentence;" "Lind's "Lessons in Physiology" and "Lessons in Physiology for High Schools."

Moore's Subscription Agency building, at Brockport, N. Y., one of the best known agencies in the country, was destroyed by fire February 24. The loss was about \$50,000.

The contest over the adoption of a music series in Milwaukee is ended. By a vote of sixteen to six, the board adopted the Modern Music Series, published by Silver, Burdett & Company.

Eggleston's "School History of the United States" has been excluded from the public schools of Richmond county, Georgia. This action was taken by the county board of education at the request of the United Confederate Veterans. The veterans asserted that the history is unfair in its statements regarding the Confederate army, the cause of the civil war, and similar matters. The board substituted for it Field's "History of the United States," published by the American Book Company. The latter book has been indorsed by the Georgia state board of education for use in all the schools of the state.

Simonds' "Student's History of English Literature," published by Houghton, Mifflin & Company, has been adopted in the high schools of Springfield, Mass., Portsmouth, N. H., Oneonta, N. Y., Atlanta, Ga., Groton, Mass., and the Ogontz, Pa., private secondary schools.

The Columbia School Supply Company announces the introduction of the Crowell cabinets at Wauseca, Minn.; Elizabeth, N. J., Montclair, N. J., Military academy, and San Antonio academy, Texas.

The highest possible standard of manufacturing has been developed by the Holden Book Cover Co., of Springfield, Mass., in making their book cover and repairing material. It is seldom that an article is kept up in every detail as is this remarkable cover. The material, made by a special and patent process, is the strongest known to the trade. In reality it is not a paper, but a leatherette, pure and unfinished, and chemically treated so as to give the additional qualities of being water and germ proof.

The states south of the Ohio river seem irresistibly attracted toward uniform state text-book laws. West Virginia has started a movement for such a piece of legislation. Three county institutes have adopted resolutions recently which show the drift of public and educational sentiment. The resolutions follow:

Resolved:

That we favor a state book board, and pronounce the county book board system as without satisfactory results.

That we believe the efficiency of the schools of our county would be increased fifty per cent. by free text-books furnished by the state, and we favor them as soon as sufficient funds can be spared.

Another resolution reads:

That there be uniform text-books thruout the state, and that the contracts be for a period of ten years.

The third resolution reads:

That we condemn the present county system of adopting text-books, and recommend, instead, a state board, and that said text-books be uniform thruout the state.

Norman H. White, assignee of Small, Maynard & Co., of Boston, has issued the following notice: "If not sold at private sale I shall sell at public auction the entire assets of the publishing business of Small, Maynard & Co. Bids will be received only as a whole. The assets consist of book accounts, plates, contracts, copyrights, printed books, bound and in sheets, together with paper, dies, furnishings, and fixtures."

The Fisk Teachers' Agencies have published a manual which shows the wide scope of their work during the past ten years. During their existence, more than half of which has been during the past decade, they have filled 19,176 positions aggregating \$12,345,770 in salaries. Of course the Fisk agencies are known all over the country for their reliability and success. One note in their story of the work of the past year brings regret; that is the death of Miss Southmayd, of the Chicago office. Her place has been taken by Miss Harriette Diller.

The *Publishers' Circular* states that 650 educational works were published during 1903. Ninety-eight books came out in new editions making a total of 748. This is 176 more than during 1902.

Kellogg's Teachers' Agency, 31 Union square, New York city, has issued a first-class booklet telling what the agency has done during its existence of fourteen years and what it can do for the teacher now. Mr. Herbert S. Kellogg is one of the most widely known and most respected agency managers in New York city, and his success is the natural result of persistent and intelligent effort and management.

Rand, McNally & Company have issued a novel booklet which will interest teachers. It is a pocket atlas bound in celluloid covers, and it will serve as a pleasant reminder of these well-known publishers. It gives in 286 pages some 350 maps of states and foreign countries, with population statistics of every state, county, and town in this country and all important foreign countries.

The mathematical supplement of *School Science*, the first number of which appeared in April, 1903, has assumed a separate existence as *School Mathematics*. The scope of the new periodical comprises the period from the beginning of the seventh grade to the end of the second collegiate year. It is the official organ of the mathematics section of the Central Association of Science and Mathematics Teachers.

The following books have been adopted for use in the Columbia, S. C., schools: Augsburg's Drawing tablets, Guerber's "History of the English," Waddell's "Chemistry," and Coulter's "Plant Relations."

The "House of Bradley, of Springfield," has published a clever and attractive brochure, entitled "Tea Table Talk of a Game Family," as an announcement of their games. Each year, during the forty of this firm's existence it has added a few new members to the family of games. In that time it has obviously learned that games must bear a good name, be dressed in attractive colors, possess character and playing qualities. As a result of combining these points its game family is large and successful from every point of view, and the tea table of the family is bright and clever.

Redding, Baird & Company, of Boston, inform us that they have just shipped some of their hand-made silver glass to Kobe, Japan, a striking illustration of its merits. This glass has always enjoyed a flattering reputation at home and abroad. The beauty of the material, its whiteness, and the fact that no labor is required to keep it clean (the fine polish on both surfaces preventing the adherence of dust and lint), make it attractive. Many school architects have discovered its virtues and have used it in their work accordingly.

"Dixon's Graphite Suggestions" describes a few of the more important uses of Dixon's graphite. This is a beautifully arranged little brochure, the cover being particularly artistic. It represents three Oriental figures sedately writing advertisements for graphite on a yellow background.

### Lothrop Publishing Company Assigns.

The Lothrop Publishing Company, of 530 Atlantic avenue, Boston, has assigned. The liabilities are estimated at \$150,000. The assignees are: Fred H. Williams, lawyer of Boston, and Warren F. Gregory, manager of the well-known firm of Lee & Shepard. They have issued the following statement:

At a meeting, hastily called, of the large creditors of the Lothrop Publishing Company, representing about \$110,000 of a total indebtedness approximating \$150,000, it was deemed advisable for the company to make an assignment to the undersigned for the benefit of its creditors.

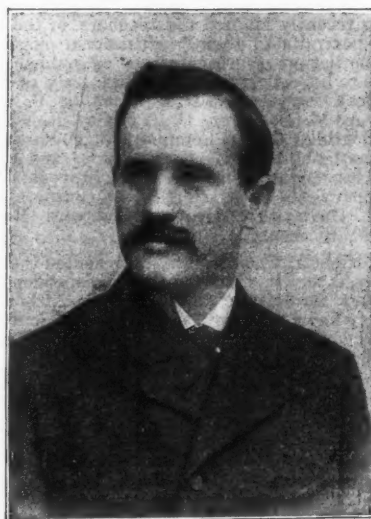
It is hoped that, after an investigation of the affairs of the company, some reorganization may be effected or some arrangement made whereby the business may be continued or conducted in such a way as to be most advantageous for all the creditors.

The company was incorporated under Maine laws with a capital of \$125,000. Inability to secure capital is given as the main cause for the company's embarrassment. At the time of the failure of the Central National Bank of Boston, the Lothrop Publishing Company was a large borrower from that institution, and the shifting of the credit to other banks incurred difficulties.

The company has on hand a large line of new work which may prove profitable, providing money can be borrowed to carry it to completion. An effort is to be made to bring about a satisfactory settlement with the creditors, so that the business may continue without interruption. The persons interested in the company are men of the highest ability and reputation, and it is to be hoped that such satisfactory arrangements may be made that they will continue in business.

### Dr. Thurber of Ginn & Company.

Dr. Charles H. Thurber, who has recently been made a member of the firm of Ginn & Co., is well known in the educational world. He received his early education in the schools of Owego, N. Y., and received the degree of bachelor of philosophy from Cornell university. Since completing his undergraduate studies he has received the degree of A.M. from Haverford college and Ph.D. from Clark univer-



Dr. Charles H. Thurber.

sity. He has also studied at the Royal Polytechnicum in Dresden, Saxony. Probably no editor in educational work has had a broader scholastic foundation than this.

Dr. Thurber has served as registrar and secretary of Cornell university and has taught French in the same university. He taught also in the Haverford, Pa., grammar school. In 1890-1 he was a special agent of the United States bureau of education in Europe. From 1893 to 1895 he was professor of pedagogy at Colgate university and principal of Colgate academy. He then became dean of Morgan Park academy and professor of pedagogy at Chicago university. In April, 1900, he resigned this position to become editor for Ginn & Co. He had previously had editorial experience as assistant editor-in-chief on "Johnson's Universal Cyclopedia," as editor of *School Review*, and editor of the transactions of the Illinois Society for Child Study.

Dr. Thurber has been president and secretary of the department of secondary education of the N. E. A., and director of the department of child study of the New York state department of public instruction. He has written one book, "The Principles of School Organization."



### Sadler-Rowe Company's Fire Loss.

The Baltimore conflagration destroyed the plant of one of the best known and highly regarded publishers in the educational trade field, the Sadler-Rowe Company. By its work in publishing text-books for commercial studies the company has become widely and favorably known in all parts of the country. As a result the news of the loss was received with genuine regret in both trade and educational circles. The loss, great as it was, is not such as to cause the firm anything more than the usual inconvenience. It was well covered by insurance.

The firm had taken more than ordinary precautions against fire. Two separate stocks with duplicate plates were kept in different buildings, but the range of the fire was so great that both buildings were destroyed. Fortunately, their depositories had sufficiently large stocks on hand to enable them to supply customers without much difficulty. The plates of all but four books were saved and new plates have already been made for these. Presses have been kept running day and night on new editions, and orders for important publications can now be filled. The present address of the company is 721 North Gay street, Baltimore, Md.

### Text-Books for Mississippi.

The upper branch of the Mississippi legislature has passed a uniform text-book law. It seems probable that the lower house will also pass it by a large majority. There was not the slightest hesitation about entering upon a policy of uniform text-books, but there was considerable wrangling over who were to be the commissioners to select the books.

The bill authorizes the governor, attorney-general, and state superintendent of public education to name the school book commission. It is to be composed of two teachers from state colleges, two principals of graded schools, two principals of common schools, and two primary teachers. It is made the duty of these educators to select and to contract for the books to be used by the children of the state. The members of the commission are to receive four dollars a day while engaged in the commission's business. Every publisher seeking to sell his books to the state of Mississippi must enter into a ten thousand dollar bond for the faithful performance of his contract.

### A Setback for Publishers.

The court of appeals has decided the case of the American Publishers' Association and R. H. Macy & Co. in favor of the latter. This is, of course, a severe blow to the attempt to fix the prices on books. The department store refused to sign an agreement not to cut prices on books, maintaining their right to sell books, as other articles of merchandise, at any price they saw fit. The publishers, as a result, cut off their supply to Macy's store. This, the court holds, gives R. H. Macy & Co. cause for action against the American Publishers' Association.

The decision of the court reads: The members of the association have entered into an agreement which by its terms undertakes to interfere with the free pursuit in this state of a lawful business, namely that of dealing in books which are not protected by copyrights, and hence it is in violation of the statute.

As nearly all the publishing houses were desirous of having the trade agreement of the association upheld, this decision comes as a great disappointment. The advantages of preventing price-cutting in the book trade are obvious.

### Mr. Grout's Bill.

Comptroller Grout's bill for preventing school employees and officials from receiving royalties from the sale of text-books in New York city has met with wholesale opposition, during the past month. The discovery that the bill applied to the ordinary teacher in the grades as well as to school officials aroused protests on every side. These protests were against the principle of the thing, and not in favor of any book now in service. It was argued that a grade teacher has not the influence to make the use of his or her books in the local schools undesirable. This view has been endorsed by educational associations, educators, and the press.

The only active effort in connection with the bill, aside from its introduction into the legislature, has been a hearing before the cities committee of the state senate. Mr. Grout was the only speaker at the hearing. He declared that it was his wish and aim to prevent any school officers' or employees' realizing royalties from the sale of school books of which they may be authors, or in which they may be co-authors or indirectly interested. He charged that Superintendent Maxwell is interested in at least seventy-five per cent. of the text-books on English or grammar sold to New York city. Among other things he said:

"If the present condition of the law is continued we may look to see the time within a few years when a practical monopoly of the school book business in the city of New York will be created in the hands of its superintendent and other employees."



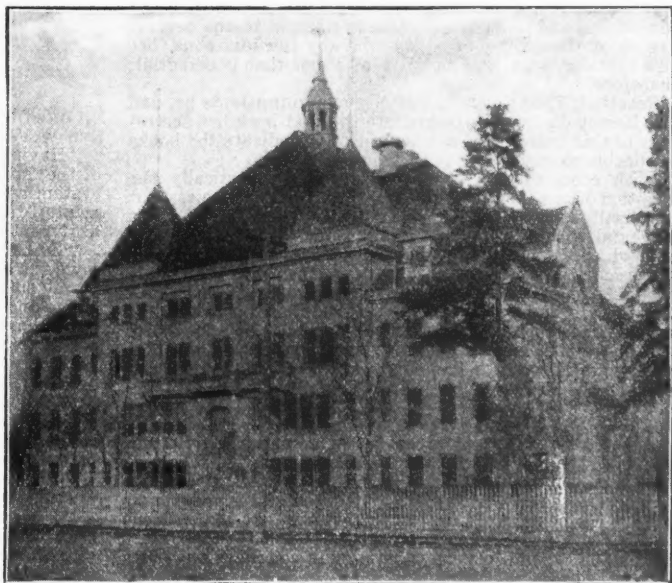
Supt. F. O. King, Aitkin, Ohio.

### Delivery of Supplies in New York.

The direct delivery of supplies in New York city has been in operation now for sufficient time to enable the publishers to see how it is going to work, and there is one steady storm of protest concerning the system from all the publishing houses. Superintendent Jones will probably be called upon to devise some new plan, altho most of the houses would be only too happy to go back to the old system. It was felt, in adopting this system of direct delivery of books and supplies to the schools, that the latter would be supplied more expeditiously at about the same cost, and that much work at the headquarters of the department would be saved. The publishers believed that the system would be a great advantage to them in securing orders and seeing how certain principals kept their promises.

The first evil effect of the new system is that it has increased the cost of supplies to the city. Furthermore, if the system is maintained the cost will be greatly increased next year, since several houses have decided that their bids were too low.

The second bad effect is that the publishers lose money on many orders. As was pointed out in these columns some months ago, an order for a single book is extremely likely to come in from the utmost limits of the city. Now the price of the book may be twenty-five cents or two dollars. As it prob-



School Building at Aitkin, Minn.—F. O. King, Superintendent.



ably costs the publisher twenty-five cents to deliver it, the profit is wiped out at once. This evil has been particularly annoying, and the large publishers have been the victims of these one-book orders almost as much as the smaller houses. In addition, when the one-book delivery is made the publishers have a hard time to get the receipt from the express company; in some cases they never get it.

But the worst feature of the system is on the clerical side. When the school principal makes out an order for a book he makes out four copies. Two go to the supply department, one to the publisher, and the principal keeps one. The result has been chaos in the bookkeeping branch of the supply department, which has prevented all payments for books, accounting, or anything else connected with these duplicate orders. Some idea of the proposition which the department has had to face may be gathered from the fact that during 1903 some 30,000 orders had to be cared for. During the month of January alone 50,000 of these were received, while the result in February has been such that they have not even been counted. In several instances publishing houses have sent their own men to aid the department, in order that the firm's accounts might be made out and the money paid. One firm, which has been particularly annoyed by small orders, had, in January, over 1,500 orders on file averaging less than a dollar apiece. In fact the only house which has not lost by the introduction of the new system, but on the other hand, has found itself a gainer, is the large department store which supplies the books for the school libraries. With its regular delivery system to every part of all the boroughs of the city the small orders have not caused the slightest annoyance.

At the present writing it seems likely that the system will have to be changed again, but a plan which will ensure prompt and cheap delivery of supplies to the schools and satisfactory methods of accounting has yet to be devised.

#### New York Book List Cut.

During the past month the New York city board of education has taken steps toward cutting down the list of books on the supply list. This step is nothing short of revolutionary, and it may change completely the attitude of the publishers toward the New York schools. It has always been the policy in the past to maintain a free text-book list of generous proportions which included, practically, the best books of all the best publishers. The idea was to make the best books available for free choice by the teachers, irrespective of whom the authors or publishers might be. This is as far as theory goes, ideal, as it gives the opportunity to each and every teacher in the system to get the text-book he desires, and thus the book which is presumably best suited to his needs.

When the wave of economy struck the school system the plan of buying text-books was severely criticised as being extravagant. So the board has taken action tending toward grading the books and appearances point toward the introduction of competitive bidding in another year, and books let by contracts. The following resolution was adopted by the board of education without a dissenting vote:

Whereas, The board of superintendents is the pedagogical head of the department of education, and is empowered by the charter of the city of New York to recommend text-books, etc., for use in the public schools; and

Whereas, The board of superintendents has approved a list of text-books, etc., for use in the schools during the current year; and,

Whereas, It is a fact that many text-books are of equal educational and pedagogical value in relation to the several grades of the course of study whereby the text-book list now contains a greater number of items than is essential; therefore,

Resolved, That the board of city superintendents be, and it is hereby directed, to segregate the text-book list and report to this board in such manner as will indicate the books applicable to each grade in the course of study.

With economy emphasized this means practically the adoption of one text book in each grade for all schools. But uniformity, unsatisfactory as it seems to educators, has a powerful backing in certain administrative purposes. One idea which has been suggested in connection with the plan of procuring text books is that specifications for books should be so drawn as to require all books used in New York city to be of a uniform, durable, and distinctive binding, and this idea has been adopted by a sub-committee of the board.

If these ideas are carried out and anything approaching uniformity is adopted, the publishing interests will have to arrange themselves on an entirely new basis.

#### Copyright With China.

In the treaty for the extension of commercial relations between the United States and China was the following article on copyright matters:

Whereas the government of the United States undertakes to give the benefits of its copyright laws to the citizens of any foreign state which gives to the citizens of the United States the benefits of copyrights on an equal basis with its own citizens.

Therefore the government of China, in order to secure such benefits in the United States for its subjects, now

agrees to give full protection, in the same way and manner and subject to the same conditions upon which it agrees to protect trademarks, to all citizens of the United States who are authors, designers, or proprietors of any book, in the exclusive right to print and sell such book, map, print, engraving, or translation in the empire of China during ten years from the time of registration. With the exception of the books, maps, etc., specified above, which may not be reprinted in the same form, no work shall be entitled to copyright privileges under this article. It is understood that Chinese subjects shall be at liberty to make, print, and sell original translations into Chinese of any works written or of maps compiled by a citizen of the United States. This article shall not be held to protect against due process of law any citizen of the United States or Chinese subject who may be author, proprietor, or seller of any publication calculated to injure the well-being of China.

#### Copyright Matters.

The secretary of the treasury has recommended that the "Catalog of Title Entries of Books," be dispensed with, thus saving about \$25,000. The recorder of copyrights is opposed to this recommendation believing it directly contrary to the publishers' interests. Publishers are greatly interested in the question of possible importation of reprints, and the detection and frustrating such attempts. The catalog of copyright entries is an official contemporaneous record, and there are many good reasons why such a record should be maintained.

An important modification of the copyright law is pending. It is proposed to amend the laws as follows:

"Whenever the author or proprietor of a book in a foreign language, which shall be published in a foreign country before the day of publication in this country, or his executors, administrators, or assigns, shall within twelve months after the first publication of such book in a foreign country, obtain a copyright for a translation of such book in the English language, which shall be the first copyright in this country for a translation of such books, he and they shall have, during the term of such copyright, the sole liberty of printing, reprinting, publishing, vending, translating, and dramatising the said book."

This law meets the protests of foreign authors that they have been deprived of the benefits of international copyright under the present system of permitting unauthorized translations.

#### From a Catalog.

The Ohio Printing Company, of New Philadelphia, O., has published a souvenir booklet which may serve as a model for many others. We give below some lines from the poem which was a feature of the publication. Copies of the whole poem may be had on application to the company.

And oft we'll think of long ago,  
Of school-house 'neath the hill,  
Where rippling past the waters flow,  
And lower turn a mill.

The friendships formed, impressions made,  
Will be forgotten ne'er;  
They link us to the old, old spot,  
The scenes of childhood dear.

When care and time our mem'ries blot,  
When years our measures fill,  
We'll think sometimes of dear old spot,  
The school-house 'neath the hill.

#### Doctor's Coffee.

And His Daughter Matched Him.

Coffee drinking troubled the family of a physician of Grafton, W. Va., who describes the situation briefly:

"Having suffered quite a while from vertigo, palpitation of the heart and many other derangements of the nervous system and finding no relief from usual methods of treatment, I thought to see how much there was in the Postum argument against coffee.

"So I resorted to Postum, cutting off the coffee, and to my surprise and satisfaction have found entire relief from all my sufferings, proving conclusively the baneful effect of coffee and the way to be rid of it.

"I have found Postum completely takes the place of coffee both in flavor and in taste. It is becoming more popular every day with many of our people and is having great demand here.

"My daughter, Mrs. Long, has been a sufferer for a long time from attacks of acute indigestion. By the dismissal of coffee and using Postum in its place she has obtained complete relief.

"I have also heard from many others who have used your Postum very favorable accounts of its good effects.

"I prescribe Postum in place of coffee in a great many cases and I believe that upon its merits Postum will come into general use." Name given by Postum Co., Battle Creek, Mich.

Look for the famous little book "The Road to Wellville," in each package.

### Publishers and the Post-Office.

A large majority of the publishers feel that they have grounds for grievances against the United States post-office department. One is that the department is not sufficiently advanced in its methods, and a second is that the government department is oftentimes unjust and unreasonable in its rulings. The publishing interests want a variety of reforms, but unfortunately there does not seem to be much hope of our getting them under the present conditions of legislation. The post-office department is not only behind private corporations in its methods, but it is behind the postal systems of other countries as well.

One reform which would be in line with postal improvements abroad, and which would be a boon to the publishing interests, is the postal parcels post. If books could be delivered by mail at something like a reasonable rate, the cost of distributing sample copies and small orders would be much less than at present. The administration of such a system abroad shows the feasibility of the scheme. There is no good reason why the United States should not have the privilege of having parcels delivered by post at cheap rates. The opposition of the express companies is fatal to this scheme, however.

Another plan which would greatly benefit the publishers if it became enacted into law, is that of post check currency. This was before the last Congress, it is before the present Congress, and it has the approval of the post-office department, so that in time it may become a law. The post check would be a great convenience, for the man in the country could send in his subscriptions for books or papers with ease both to himself and the publisher. The post check would provide a safe and cheap method of transmitting money thru the mails, it would obviate all the annoyances and difficulties of the present money order system, and it would give a constant supply of clean money equal in circulating and value qualities to bank notes.

Another reform which would be appreciated, not only by publishers, but by business men as a whole, is a universal stamp. An international stamp good in all countries of the Postal Union, for domestic or foreign service, would be greatly appreciated in many quarters. Accounting between countries might be difficult, but some devices have been suggested which seem, in theory, to obviate all difficulties. Another suggestion is, permitting the use of addressed postal cards, on which the postage should be paid by the original senders on the return of the self-addressed card.

These are the reforms which the publishers realize would benefit them and the people as a whole, but for which they can only hope. But in the methods of the department in classifying mail matter most of the publishing houses, especially those issuing periodicals, feel themselves aggrieved. There is no doubt that there did exist a great abuse of the privileges under the law concerning second-class matter. Now, however, many publishers feel that they do not get all that is allowed them under the law, from the post-office department. The officials are most keen in keeping a sharp lookout upon all New York publishers, and if opportunity offers, in coming down upon the so-called erring one in a most drastic manner. It is a notorious fact that publications which would not be permitted in the mails as second-class matter from New York, are allowed to be posted in that class at other offices.

Postmaster-General Payne, in his annual report, seems to think that all reforms in regard to such matters, that are needed, have been accomplished. He gives the following as the results of the crusade against second-class mail matter. All publications which are in fact books, and not "periodical publications" have been relegated to the third class; a limit properly justified by the statute has been put upon the sample copy abuse; alleged "newspapers" and "periodicals," issued by certain private schools, academies, and other educational enterprises, usually with an advertising purpose, and claiming the benefit of the law accorded to the second-class mailing privileges to publications of "regularly incorporated institutions of learning," have been eliminated from that class.

There is no reason why such reforms could not be introduced and proved workable. What most publishers, both in this city and elsewhere, would like to see is a constructive reorganization of the department.

### Unique Bookmaking.

The house of Thomas Nelson & Sons has an enviable reputation for the artistic perfection of Bibles; printing, binding, and paper are always excellent, while the fidelity of the text and the comprehensiveness of added matter leave nothing to be desired. Especial attention has been attracted in religious circles by their American standard edition of the Revised Bible, which was edited by the American revision committee.

The greatest innovation in bookmaking in recent years was the introduction by this house of an edition of "Small Great Books." This edition consists of a large and growing list of standard works published unabridged in the smallest of volumes. The type, however, is larger and clearer than in the average large book. The use of Nelson's India paper,

the thinnest printing paper in the world, makes it possible to condense 950 pages into a single pocket volume. The list includes all the novels of Dickens, Thackeray, and Scott, each novel complete in a single volume, and also many selected works of the best authors. The novels are published in cloth, limp leather, leather bound, and special bindings. Full lists may be obtained by addressing Thomas Nelson & Sons, 37-41 East Eighteenth street, New York.

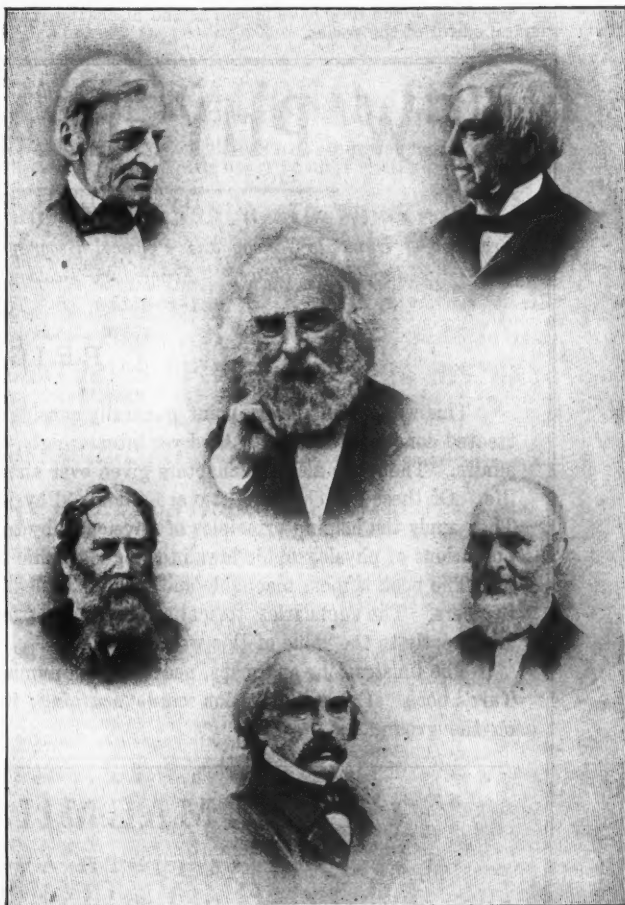
### The Riverside Literature Series.

At the present time, new series of the "world's best literature" are being turned out by nearly every publisher. Each series has its individual mark of attraction,—it is edited by some famous scholar or author, or on some original plan. In this outpouring of literary reproduction it comes as a relief to fall back upon a series of literary masterpieces especially designed for school work like the "Riverside Literature Series," published by Houghton, Mifflin & Company. A few words about the history of this famous series may be of interest to the thousands in the teaching profession who have used the books with pleasure and profit.

In the fall of 1882, Houghton, Mifflin, & Company decided to establish an educational department. Previous to that time they had published a few educational books, which, however, received only such attention as was usually given to miscellaneous books. The first thing that attracted the attention of the department was the fact that all over the country leading educators were strongly recommending supplementary reading. It was found, however, that there did not appear to be any consensus of opinion as to the books that should be read, and as a rule the books suggested were large and expensive. It was, therefore, decided to try the experiment of issuing in a cheap fifteen-cent form for school reading such complete literary masterpieces as appeared to be especially adapted to the tastes and capabilities of children. The name chosen for the books was the "Riverside Literature Series."

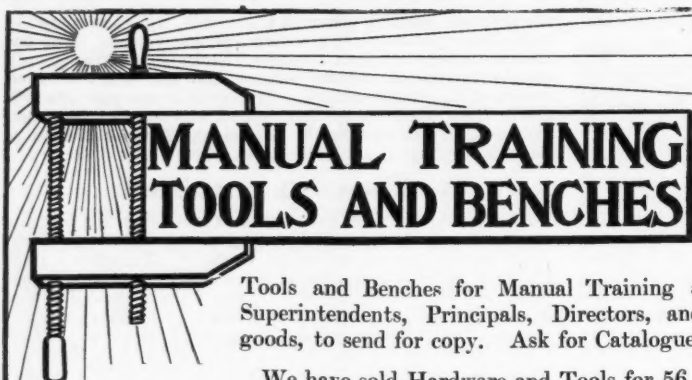
The material put into the first six issues of the series was drawn largely from "American Poems,—a book of about 400 pages which had been edited by Mr. Horace E. Scudder. Mr. Scudder, who had for a long time been advocating the reading of good literature in our public schools, soon became interested in the new series. He personally edited several of its issues and finally became its general editor, a position which he held at the time of his death, in January, 1902.

The sales of some of the earlier numbers of the series



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were at first very small. Fortunately, however, with Mr. Scudder's strong desire for only the very best literature, the choice of new matter was not made to depend wholly upon the sales of the earlier numbers. As the popularity of the series increased, the number of pages was increased from forty-eight and sixty-four to ninety-six, with additional pages sometimes amounting to twenty or thirty. Moreover, every time a number was to be reprinted, the condition of its plates was challenged and the annotation was gone over carefully with a view to finding out whether anything was lacking that the voluminous correspondence with teachers indicated should be present, and whether any more recent information should be added about the author. By the time that this challenging process was inaugurated, new plates had been made for all of the issues that had been printed from old plates, and the earlier numbers had been added to so as to bring them up to the requirements of the new standard. One characteristic of the series has been that it has reflected the wishes of the teaching profession. The publishers have obtained the ideas of thousands of the best teachers, which they have placed at the disposal of the general editor of the series.

During the present year the publishers will add to the series interesting material which has heretofore not been popularized by publication in a cheap form for school use. Following the first issue for the year, containing the college requirements from Tennyson, will come a translation of the Song of Roland, a translation of Beowulf, and the first two books of Malory's King Arthur, supplied with notes which include a statement of all parallelisms between Tennyson and Malory. The "Riverside Literature Series" now consists of 177 books, which contain over 2,000 literary masterpieces, embracing poetry, history, biography, the study of nature, mythology, and such other subjects as are to be found in the best literature of colleges and of all countries. That the books of the series meet the tastes and needs of teachers is indicated by the fact that the sales have gradually increased from 6,000 to over 1,000,000 a year, and that the sales of the past year were larger than they had ever been before.

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## The Educational Outlook.

It is feared that the bill to pension New York state teachers after twenty-five years of service cannot be passed. The principal reason is Governor Odell's desire to keep down the appropriations. It is estimated that the bill would cost the state \$750,000.

The thirteenth annual meeting of the Harvard Teachers' Association will be held in the new lecture hall, Harvard university, on March 5. The topic for discussion will be, "The Scope and Aims of the Professional Training of College-Bred Teachers." Papers will be read by Arthur O. Norton, of Harvard, and F. C. Lewis, director of the graduate school of pedagogy at Dartmouth. The general discussion will be led by Prof. Paul H. Hanus. After-dinner speeches on "Teachers' Compensation" will be made by City Superintendent Maxwell, of New York, and Richard Burton, of the Lothrop Publishing Company.

The regular meeting of the New England Association of Chemistry Teachers was held in Boston on Feb. 20. In the morning the members visited the laboratories of the Massachusetts board of health. At the afternoon session Mrs. Ellen S. Richards gave an address on "Air, Water, and Food in the High School Course of Study."

### A School Loan Fund.

North Carolina instituted a loan fund for the improvement and building of public school-houses, a plan which might well be imitated in a larger proportion of our states. The legislature has made about \$30,000 available annually, and this can be made to work a great transformation in the public school buildings and their equipment within the next generation.

The fund is administered by the state board of education, which makes loans to the county boards. These loans are payable in ten installments and bear interest at ten per cent. Every loan is held to be a lien on the county school funds. The county boards of education re-loan the money to school districts on the same terms as the money was loaned by the state board.

The state board has made a number of specific regulations governing grants under this fund. No district can borrow more than half the cost of a new building or improvements on the old. Except in special cases, a school district must have sixty-five children. This regulation will further the consolidation of small districts materially. Another provision holding the same end in view is: "One-half the cost of school-houses and grounds will be lent to a county for any large district formed by consolidation of two or more districts."

Preference is given to the following counties and districts: Rural districts or towns of less than one thousand inhabitants where the needs are greatest; rural districts or towns of less than one thousand inhabitants that support their schools by local taxation; those districts that will help themselves by appropriation and private subscription. No loans are made to any district for any house, costing less than \$250.

Among the questions which a district has to answer in applying for a loan are the following: Number of children in the school district; value and size of grounds; distance from nearest school-house; distance majority of children have to walk; how many have to walk two and one-half miles.

State Supt. J. Y. Joyner has had plans and specifications for schools prepared and districts are encouraged to use them. Wherever consolidation is possible it is encouraged in every way.

### Sewing Expense.

Mrs. Mathilde Coffin Ford has investigated the teaching of sewing in the elementary schools with a view to possible economies. She says that the instruction is beyond the scope of the elementary grades and ought to be cut down. She points out that sewing receives too much time in view of its relative importance, and she adds:

"The school life of the average child in the schools of the city is only about five years. It must be conceded that we cannot teach everything in so short a period, and even if we could, there are some things which can be learned much better in the home, the trade school, or the practical workshops of the world. The purpose of sewing in the elementary school is to teach the child the use of the needle and not to train seamstresses and dressmakers. It would seem that four or five years should be time enough to accomplish this result.

If dressmaking and applied design were eliminated, and the instruction confined to plain sewing, the majority of the class teachers could do the work without the assistance of a special teacher. This would enable the board of education to dispense with the services of a large part of the corps of special instructors in this branch. It would also materially reduce the expenditure for sewing supplies."

### History Teachers' Meeting.

The second annual convention of the Association of History Teachers of the Middle States and Maryland will be held in Philadelphia on March 11 and 12. On Friday the exercises will be held in the Central High school and will include a welcome by Vice-Provost Smith of the University of Pennsylvania, and the following addresses: "The Work of the

Association," Lucy M. Salmon, of Vassar; "The Historical Curriculum in Colleges," Prof. C. H. Haskins, Harvard university; "The Work of the Carnegie Institution," by Prof. A. C. McLaughlin, and "A Precursor," by President Finley of City college.

On Saturday President Scott of Rutgers college will report for the committee on college entrance requirements in history, and Dr. James Sullivan of the New York high school of commerce will give the report of the committee on the articulation of the work in history in colleges and secondary schools. The discussion will be opened by Prof. W. I. Hull, Swarthmore college; Prin. Emma G. Sebring, St. Agatha school, New York; Prof. C. J. Geer, Shady Side academy, Pittsburg, and Prof. J. H. Robinson, Columbia university. The officers of the association are: Pres. Lucy W. Salmon, Vassar college; secretary, E. H. Castle, Teachers' college.

### Recent Deaths.

Supt. R. T. Hoffecker, of Montgomery county, Penn., died recently at his home in Norristown, Penn.

James B. Colgate, widely known thru his gifts to educational institutions, died on Feb. 7. Colgate university is said to have received a million dollars from him, and Colby academy at New London, N. H., about \$100,000. He also gave liberally to Rochester university; Columbian college at Washington, D. C.; Rochester Theological seminary, Cook academy, at Havana, N. Y., and various other institutions.

Mrs. Annie E. Moore, an ex-teacher in the Altoona, Penn., high school, died recently in Baltimore. She left by her will \$6,000 to Tuskegee institute.

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## The Metropolitan District.

The New York City Teachers' Association has voted to give the president the power to secure legal advice whenever he thinks it necessary. The opinion of the association is that teachers' interests cannot be properly protected without litigation.

Mayor McClellan has declared that so far as he is concerned there will be no attempt to cut down the school work this year. In fact he would not try to induce the board of education to confine its expenditures within the appropriation. He said: "Some of the so-called 'luxuries' are, in my opinion, absolute necessities. Among these I place German, tho removing it from the curriculum would reduce the force by about fifty-eight teachers. Physical instruction I estimate as nearly as great a necessity as German."

The court of appeals has handed down a decision that a woman principal or teacher who may marry cannot be dismissed by the board of education. This opinion reverses the decision of the appellate division and sustains that of Justice Cochrane in the case of Kate N. Murphy against Superintendent Maxwell.

Owing to the lack of funds for the transportation of the aquaria to the public schools, the arrangement with the New York aquarium to supply the schools has been canceled.

The Alumni Association of Normal college has begun a movement to remove the college from the control of the board of education and place it in the hands of a separate board of trustees. A bill is

being drawn to amend the city charter so as to provide for this change.

Brooklyn parents are reported to be organizing to oppose the re-establishment of corporal punishment in the schools. The agitation is the result of the petition from the Brooklyn Teachers' Association, requesting the board of education to permit corporal punishment.

The work on P. S. No. 64, the new large East Side school, will be commenced at once. It is to be on a lot 150 feet in width, running thru from Ninth to Tenth street, near Avenue B. It will contain sixty-two class-rooms, accommodating nearly 2,500 pupils, and will cost \$369,000.

The building will be five stories high and a basement especially designed for public lectures. This basement will be sixteen feet high and will contain an auditorium eighty-three feet wide and one hundred nine feet long, extending under the outdoor playground.

Two new school buildings and a large addition are to be started at once. P. S. No. 39, in the Bronx, is to have twenty-four class-rooms, accommodating 1,200 pupils, and will cost \$123,900. P. S. No. 31, Richmond, will accommodate 500 children and will cost \$22,641. The site for the latter school is unusually large, and plans have been made for concreting 7,300 square feet of outdoor playgrounds and walks. The addition is to enlarge P. S. No. 11 in the Bronx. It will accommodate 650 children and will cost \$78,514.

Associate Supt. Edward L. Stevens

has presented a report recommending that the contract for transporting school children in Queens be awarded to the lowest bidder in the future. He suggests that no child living within a mile of the school be carried in contrance stages, and that children under eleven years be given preference. Wherever possible trolley cars should be substituted for stages. Mr. Stevens states that principals should be given a certain amount of supervision over the drivers to compel them to keep the children in order.

Four new scholarships of the value of \$4,500 have been established at Teachers College. They are to be known respectively as the Caroline, Brown, Macy, and Southern scholarships. The first is a scholarship limited to domestic science and the last is for the benefit of some Southern teacher who otherwise would be unable to take a course at the college.

The Educational museum at Teachers College has added to its collection an exhibit of illustrative material. This includes a series of Copley prints, French and German colored prints, modern Japanese colored prints, geographical photographs, and facsimiles of historical documents. For use in the study of local geography there is a large map of the New York elevated system, and to illustrate early methods of transportation and warfare, there is a lithograph of an ancient galley. The best methods of handling and mounting illustrative material are well brought out.

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## New York City Committees.

The committees of the board of education for the ensuing year have been announced by President Rogers as follows:

Finance.—Mr. Lummis, chairman; Messrs. Harkness, John C. Kelley, Marks, Tift.

Buildings.—Mr. Adams, chairman; Messrs. Barry, Donnelly, Partridge, Marks, Schaedle, Stern, Thomson, Weir.

Supplies.—Mr. Dix, chairman; Messrs. Collier, Cunnion, Kiendl, Partridge, Payne, Wilsey.

By-laws and Legislation.—Mr. Harrison, chairman; Messrs. Everett, Field, Kiendl, Stern.

Sites.—Mr. Harkness, chairman; Messrs. Adams, Barrett, Barry, Dix, Hamlin, John P. Kelly, Renwick, Warburg.

Elementary Schools.—Mr. Mack, chairman; Messrs. Collier, Francolini, Hamlin, Higginson, Ingalls, John C. Kelley, Payne, Wilsey.

High and Training Schools.—Mr. Babbott, chairman; Messrs. Collier, Greene, Harkness, Ingalls, Jackson, Mack, O'Brien, and Tift.

Special Schools.—Mr. Warburg, chairman; Messrs. Backus, Everett, Fagan, Haupt, O'Brien, and Schaedle.

Studies and Text-books.—Mr. Greene,

chairman; Messrs. Backus, Field, Man, and Rodenstein.

Lectures and Libraries.—Mr. Wingate, chairman; Messrs. Aldcroft, Frissell, Harrison, Jonas, Renwick, and Wilsey.

Care of Buildings.—Mr. Donnelly, chairman; Messrs. Haupt, Higginson, Jonas, Fagan, Thomson, and Vandenhoff.

Nautical School.—Mr. Weir, chairman; Messrs. Barry, Aldcroft, Cunnion, Francolini, John P. Kelly, and Vanderhoff.

Normal College.—Mr. Man, chairman; Messrs. Babbott, Barrott, Jackson, Lummis, Mack, Rodenstein, Wingate, and President Hunter, ex-officio.

## Tuskegee Conference.

At the thirteenth annual Tuskegee negro conference resolutions were adopted by the 2,000 Southern negro farmers in attendance. The resolutions declared the faith of the conference in efforts to secure home and land for the negro, the exercise of thrift, keeping out of debt, and getting rid of the log cabin idea. A high standard of morality was urged, and also that teachers and ministers be required to maintain the highest standard of living.

The resolutions declared also that the moral condition of the negro was improving, and that there was no evidence that education increased crime among

the negroes. They urged harmony and mutual confidence between the races, and that the whites put a premium on right conduct and high living among the blacks.

## [A Railroad's Exhibit.]

The Pennsylvania railroad system will have a large and most interesting exhibit at the St. Louis world's fair. The varied features of its progress will be exemplified in a 33,000 square feet section in the transportation building by a locomotive testing plant, for the erection of which the company has made an appropriation of \$100,000 and in which a series of extended and interesting tests of various makes of locomotives, including a DeGlehn compound locomotive especially imported by the company, will be made during the progress of the exposition; a model of the system of tunnels under the North river, Manhattan island, and the East river, to be built by the Pennsylvania Railroad Company and the Long Island Railroad Company, including a full-sized section of the tunnel; a model of the New York terminal station; a model of the improvements made at West Philadelphia, and various maps, showing revisions in lines and photographs of standard equipment.



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tion of paintings by Ben Foster. It will be open in the institute's art gallery until February 25, from ten to six and from half-past seven to half-past nine daily, except Sundays.

Mr. Foster is an eminent painter of rural scenes. He was educated in New York and Paris. His work is represented in the Corcoran gallery, Washington, D. C., the Pennsylvania academy, Brooklyn insitute, and the Luxembourg, Paris. He has received prizes from the Cleveland Art Club and the Society of American Artists, and medals from the Columbian exposition, the Pan-American exposition, the Carnegie institute, and the Paris exposition.

Dr. J. Morgan Read, of Atlantic City, has been appointed dean of the Pennington (N. J.) seminary.

### The Teachers College Community.

Teachers College numbers some 3,500 persons. There are 845 students in residence, 106 being post-graduates, 407 professional students, fifty-nine not candidates for any degree or diploma, and the remainder are either in the two collegiate years or are primarily registered in some other department of the university. In addition, there 310 teachers who do a few hours' work at the college each week, 1,033 pupils in the schools conducted by the college, and 1,000 persons who are receiving instruction from officers of the college in Brooklyn, Newark, and other nearby places.

### Dr. Maxwell Re-Elected.

At a meeting of the board of education

held on Feb. 24, Dr. William H. Maxwell was re-elected city superintendent of schools, for six years at a salary of \$8,000 a year. Commissioner Mack, in renominating Dr. Maxwell, said that the main reproach against the superintendent was that he was the cause of great unrest and friction. "We ought," he said, "to bless this unrest, for it means progress and the uplifting of the school system. Complete satisfaction of everybody would indicate lack of all action for advancement. But we know that never before have so great improvements been made, and the public school system is today second to none in the country."

Dr. Maxwell received thirty-six votes, Prin. Walter B. Gunnison, of Brooklyn, received two, and two were blanks.

Associate Supt. Edward L. Stevens was re-elected to succeed himself for six



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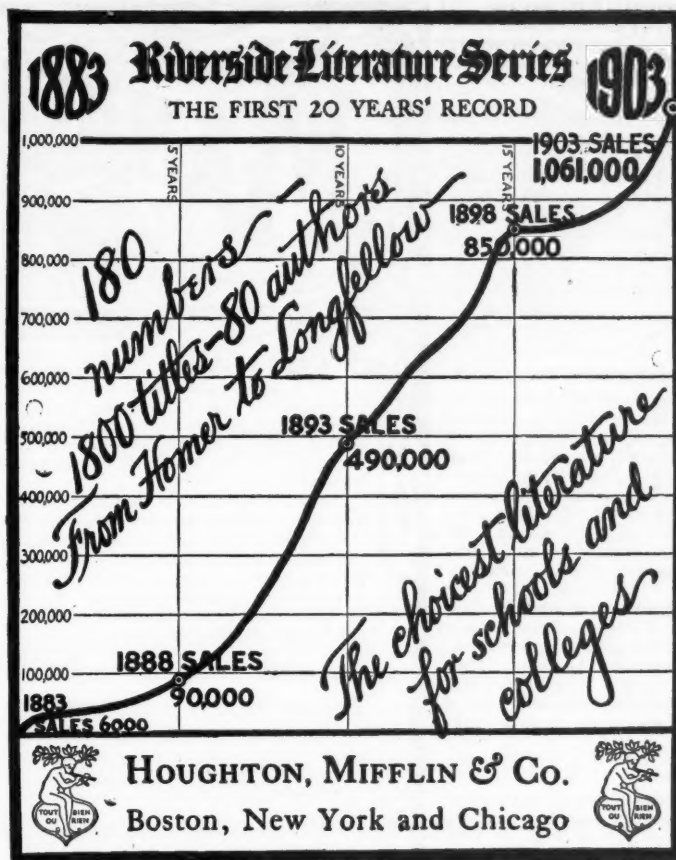
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Continued from page 284.

years. Patrick Jones was re-elected superintendent of school supplies, as were District Superintendents John J. Chickering and Cornelius E. Franklin. Lawrence H. Tasker was re-appointed assistant supervisor of lectures from March 1 at \$2,000 a year. John S. Roberts was appointed principal of P. S. No. 75.

The board approved the bills providing for the transportation of children and for temporary school buildings in parks. It disapproved the bill granting licenses in the former county of Richmond.

#### A Laboratory Accident.

In the chemical laboratory of Columbia university Marston T. Bogert, adjunct professor of organic chemistry, was severely injured by an explosion. The accident happened while he was demonstrating the qualities of nitrobenzene. He had just started to mix nitrobenzene with a little sulphuric acid. This combination is slightly explosive and for this reason Professor Bogert made the mixture in an open dish. The explosion, however, "ran back" into a bottle from which the nitrobenzene had been taken and blew it into fragments, many of which were driven into the professor's face.

Professor Bogert is recovering rapidly, and will not lose his eyesight as was at first feared.

#### Teachers' Rights.

That part of Dr. Maxwell's annual report in which he criticised the tendency of teachers to rush into legislation has met with considerable adverse comment. Dr. Maxwell says: "The board of education has never at any time contended nor has the city superintendent contended, that the board, or any school board, had absolute and unqualified power to remove teachers without affording them an opportunity to be heard in their own defence, or without assigning any cause for such removal. So far as I have ever heard no case containing a question of this kind has ever been presented in the courts. The board, which has been in power since the revised charter went into effect, since 1902 has been punctilious to the last degree, as it

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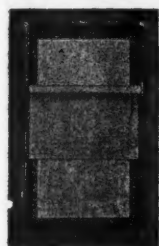
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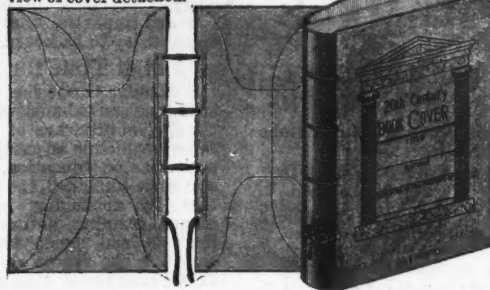
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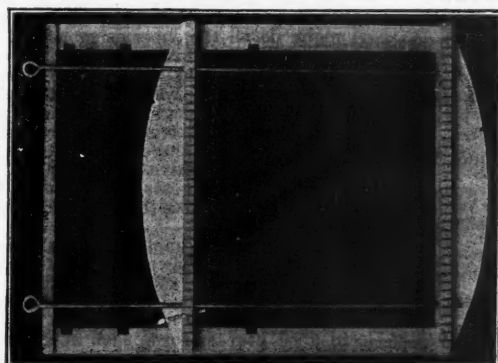


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Continued from page 286)

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a treatise on education, and a bureau of  
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hygiene, and music \$390,540 might be  
saved. The report shows that of the  
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mentary schools each week only 5,975, or  
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"The salaries of the twenty-six district  
superintendents, at \$5,000 each, amount  
to \$130,000, while those of their clerks,  
ranging from \$500 to \$800, amount to  
over \$15,000 more. It would seem that  
the city superintendent, together with  
the eight associate superintendents,  
might do all the supervising needed by  
competent principals and the latter all  
that is needed by the teachers in their  
respective schools. A competent teacher  
needs more letting alone than super-  
vising, of which, together with statisti-  
cal reporting, there seems to be at  
present an expensive superfluity."

The report suggests that parts of the  
course of study like the following might  
well be omitted:

Reading to the pupils: The selections  
may include "Hiawatha and Mudjokee-  
wis," "Hiawatha's Fasting," and "Hia-  
watha and the Pearl Feather;" Brown-  
ing's "Pied Piper of Hamelin;" myths  
in good literary form, such as Kupfer's  
"Stories of Long Ago," Hawthorne's  
"Wonder Book" and "Tanglewood  
Tales;" nature stories; stories from the  
Old Testament, and a long story to culti-  
vate the power of sustained interest;  
e. g., "Alice in Wonderland," Dodge's  
"Hans Brinker," Jeffries's "Sir Bevis,"  
or Brown's "Rab and His Friends."

Mr. Grout also thinks the study of  
"snails, slugs, oysters, clams, earth-  
worms, potato beetles, cabbage worms,  
leaf rollers, plant lice, army worms,  
moths, cockroaches, mosquitoes, rats and  
mice," might be conducted more profit-  
ably outside of the elementary schools.

#### For New Buildings.

The committee on buildings of the  
board of education wants \$12,167,000 for  
the coming year. This would be used  
for the purchase of school sites and for  
the erection and improvement of school  
buildings and additions to schools during  
the coming year. The number of new  
sittings to be obtained by the building of  
schools and additions is estimated at  
about \$91,000.

The sum of \$5,712,000 is required to  
build on sites for which the board is  
negotiating. This includes both build-

There are those who advocate the  
treatment of malarial fever without  
quinine, and while we are not in a posi-  
tion to argue the question, it has often  
occurred to us that the cases treated  
with antikamnia in connection with quin-  
ine recovered more rapidly than those  
treated without antikamnia. A five-  
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hours given in connection with quinine  
will prove this.—Medical Reprints.

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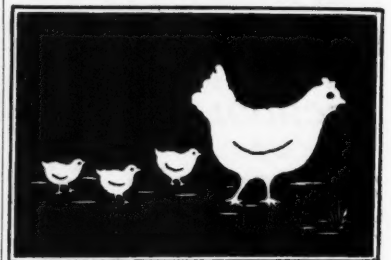
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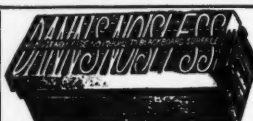
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ings and additions with a seating capacity of almost 65,000 children. About \$3,990,000 is required to build on sites already owned by the board. This would provide for about 25,500 children, making the total number of accommodations 90,500. Fully \$85,000 is required for the improvement of sites in the possession of the department and \$50,000 for the improvement of sites not yet acquired.

For sites to be acquired in District Nos. 1 and 3, Manhattan, for the Girls' Technical high school and for an addition to P. S. No. 96, \$1,530,000 is asked, while \$800,000 is required for the purchase of four sites in district No. 39, Brooklyn. Of the total \$12,167,000 the committee on buildings desires \$3,500,000 immediately for new buildings and additions in all the boroughs, which will provide seats for approximately 12,800 children.

### Plans for Saving Money.

The special economy committee presented its report at the recent meeting of the board of education. Instead of finding that money could be saved it dis-

covered a deficit. The report suggested that the board of superintendents fill available vacancies in schools by transferring additional teachers and filling their places with persons on the substitute list. This suggestion was approved by the board, as well as a suggestion to amend the by-laws in order to abolish additional teachers in schools of less than eighteen classes.

The committee suggested further that a per capita allowance of coal be fixed for each school; that the text-book list be curtailed; that supervision of vacation and similar schools be reduced; that free lectures be restricted to the poorer and outlying sections of the city; that the purchase of sites be taken from the controller and the leasing of buildings from the sinking fund; that financial statements be prepared every three months showing the per capita cost of each individual school to prevent extravagance; that buildings needing repairs be listed; that the ordering of supplies be arranged so as to indicate the exact demand and supply in each school; that the sites unavailable for present use because of

location be listed, and that semi-annual per capita allowance be made for school supplies.

Regret was expressed that the superintendents have found it necessary to stop recommending the fitting up of kindergartens, workshops, and kitchens, and the opposition of the committee was recorded to the plan of requiring part-time teachers to do two-session work, altho a reduction in clerical work was deemed feasible.

Appended to the report were detailed replies to Controller Grout's special reports. The report on school libraries was characterized as the work of a "person imported from another city for the purpose," and the result was "practically valueless as an aid to school improvement." The controller's report on the abolition of special branches was commented upon as "betraying gross ignorance of modern educational theory and breathing hostility in every line."

The special branches were defended and attention was directed to the small per capita cost for such special studies—eighty-one cents.

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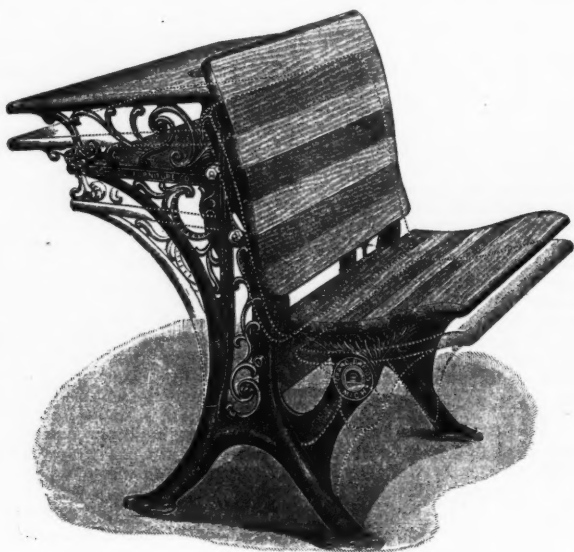
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## Chicago and Thereabout.

At the recent meeting of the Chicago Teachers' club the report of the pension committee was adopted. The total amount of the reserve fund is \$131,593. Of this the teachers are entitled to \$95,126, and employees of the board to \$36,467. The total number of resignations from the fund since September, 1903, is 167. The total number of annuitants, 205. Deductions from teachers' pay rolls during September, October, and November was \$10,657. Expenditures account annuities, \$10,868; deficit, \$210.90.

Superintendent Cooley has called for reports from all the public schools of Chicago as to the number of teachers wishing to have the summer normal course this year. Mr. Cooley plans not to give the course unless 400 teachers desire it.

The Chicago board of education has voted to establish medical inspection in all schools. Teachers are to report diseases and unsanitary conditions where the general health is menaced.

The Chicago Sons and Daughters of the American Revolution have presented statuettes of George Rogers Clark to the Wells, Farren, and the Lake high schools.

The Chicago board of education has appropriated \$2,500 for the school exhibit at St. Louis.

Considerable comment has been aroused by the fact that Prof. Oscar L. Triggs, head of the department of English at the University of Chicago, has been dropped by the board of trustees. Professor Triggs has declared that he is ignorant of the cause, and one of the trustees has declared that he was not removed because of "incompetency, immorality, or shirking duty."

Professor Triggs has made a number of statements which tended toward socialism. He gained considerable notoriety at one time by declaring that John D. Rockefeller and George M. Pullman were as great as Shakspeare, and that Longfellow was not a poet, but an imitator of the German.

The manual training teachers of Illinois held a conference at Peoria, February 19 and 20. A dinner was served on Friday evening, after which addresses of welcome were made by Dean T. C. Burgess, Pres. O. J. Bailey, of the board of trustees of Bradley Polytechnic Institute, and Supt. N. C. Dougherty, of Peoria. William Hawley Smith made an address on "Manual Training."

On Saturday morning Oscar L. McMurray, of the Chicago Normal school, discussed "Manual Training Problems in the Elementary Schools," and G. H. Bridge, of Galesburg, discussed similar problems in the high school.

A new organization, to be known as the Illinois Manual Arts Association, was perfected and the following officers elected: President, Charles A. Bennett, Peoria; vice-president, Ira S. Griffith, Oak Park; secretary, William T. Bawden, Normal. The organization will hold annual meetings in February.

### Recommendations to the Board.

Supt. E. G. Cooley has presented the following recommendations to the board:

1. That it shall be the duty of any teacher who believes a child to be markedly defective to report such case to the principal of the school, that the principal of the school, after making a suitable examination, shall, if deemed advisable by him, report the case to the superintendent of schools.

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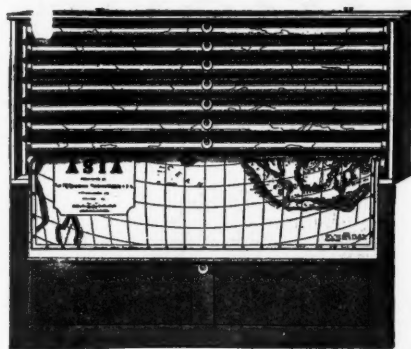
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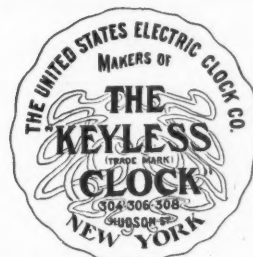
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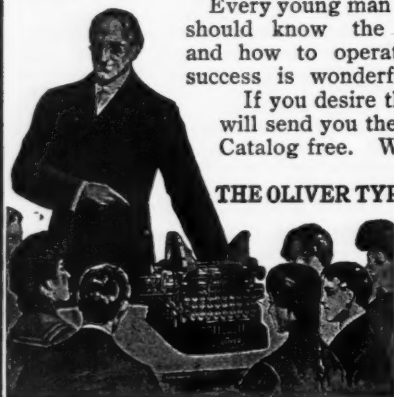
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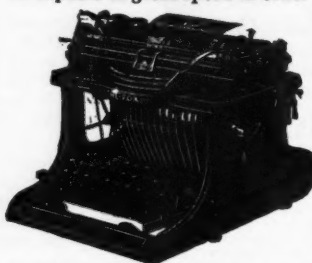
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#### Association of Universities.

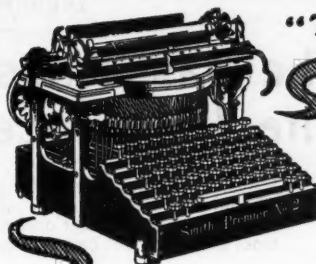
At the final session of the recent meeting of the Association of American Universities, the place of Greek or modern education was discussed. Prof. Richard Hudson, of the University of Michigan, thought that Greek should be an elective, while Prof. Paul Shorey, of the University of Chicago, took the opposite view.

"The elective system breaks down in practice," he said. "Students do not in fact, habitually make a wise selection. It is possible for the university to indicate a few types of education within which supplementary election allows for variations of individualism. The significance of Greek for our civilization makes it reasonable that Greek should define one of those types, and the ignorant outcry against Greek makes it wise for the university to set up a guide post to point out to students who desire an education mainly humanistic and literary, that Greek is still an indispensable element in such a training."

The officers of the association for next year were not named, but it was announced that the president would be from Johns Hopkins, the vice-president from Clark university, and the secretary from Columbia.

Dr. T. Felix Gouraud's Oriental Cream, or Magical Beautifier, advertised in another column, is a matter of deep interest to all who would have their skin free from the baneful influence of the elements, or free from tan, freckles, or sallowness, or other skin blemishes, giving it a soft, pearly whiteness, and leaving the complexion clear and bright as crystal. It is highly desirable for those attending evening entertainments, when dancing heats the face and causes it to look greasy. The Oriental Cream removes this annoyance; it being a liquid preparation, it remains on the skin, giving it a charming bloom.

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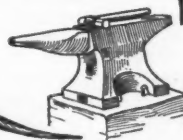
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## Literary Items.

"A Tale of the Cannibal Islands," told by Herbert Baird Stimson in the *March St. Nicholas* is a true story and relates an experience of the writer's father, the late William Stimson, who at the time was a naturalist to the North Pacific exploring expedition, and who was later a member of the Academy of Natural Sciences.

*The Craftsman* is a high-class magazine dealing with occupations in which fine art enters, as architecture, landscape gardening, silversmithing, etc., published by the United Crafts, Syracuse, N. Y. Among the illustrated articles in the February issue are "The History of Village Improvement in the United States," "The Silversmith's Art in Contemporary France," "Table Scarfs with Indian Designs," "Recent English Interior Treatments," and "Manual Training and the Development of Taste."

Among the principal features of *Scribner's Magazine* for February are an illustrated article on "Some Gardens in Spain," by Helen Rutherford Ely; "Mrs. George Bancroft's Letters from England in 1846-9," and "Charles Keene as an Etcher," by M. H. Spielmann.

Home-makers will find much to their taste in the February issue of *The House Beautiful*. The principal articles "Arts and Crafts—Some Recent Work," "Windows and Doorways in California," "An Original Painter," "Some Examples of Modern English Architecture," etc. The magazine is issued by Herbert S. Stone, Chicago.

The G. P. Putnam's Sons announce a new history of the United States in ten volumes by William E. Chancellor and Fletcher Willis Hewes. Mr. Chancellor will treat the subjects of population, politics, war, and civilization, and Mr. Hewes will prepare the records of industries, commerce, finance, and statistics. The volumes will deal with the history from the twentieth century view of the material greatness of the country. It will strive to be a complete record of the rise and progress of our people. There will be a division of the narrative into ten volumes and each volume will be divided into four parts: Population and civics; war and conquest; industry and commerce, and civilization.

It is seldom that a book appears so opportunely as Angus Hamilton's "Korea," which the Scribners have just published. It is an absolutely up-to-date description of Korea and its people by a London newspaper correspondent who has just been over the field for the purpose.

The New York Central has issued a folder on the St. Louis exposition which is one of the best bits of World's Fair publicity which has appeared. It shows the attractiveness of the Central's lines to St. Louis, some of the wonders of the exposition, and a handsome ground plan of the fair. The illustrations are extremely effective and well printed.

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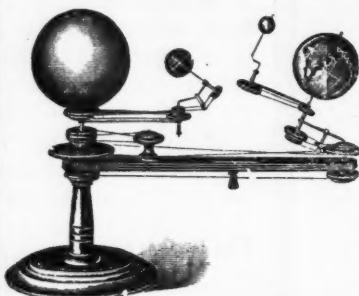
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Charles Scribner's Sons announce the publication of an "Introduction to Classical Latin Literature," by Prof. William Cranston Lawton. He treats of Latin and Latin authors in a vivid manner.

A society of German publishers is to exhibit a unique book called "The Golden Book of Germany," at the St. Louis exposition. The work consists of articles signed by the kaiser, German ruling princes, mayors of free cities, and prominent German scientists and artists. At the close of the exposition the book will be presented to the Germanic museum at Harvard university.

The Macmillan Company is to publish a volume on "Old-Time [Schools and School-Books," by Clifton Johnson. The author tells the story of the American schools from the days of the first settlers to 1850. Among the chapters will be "The District School," "Summer Schools and Academies," and "The New England Primer."

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